

GRADUATE STUDENT MANUAL

2022 – 2023

Department of Spanish and Portuguese

University of New Mexico

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INTRODUCTION

This manual is designed to acquaint graduate students in the Department of Spanish and Portuguese with the policies and procedures of this department. In addition to this manual, all graduate students should obtain and carefully read the University of New Mexico Catalog, which contains all pertinent rules and procedures required by the University.

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Mission of the Department

The mission of the Department of Spanish and Portuguese is to promote quality research and teaching that integrate the languages, literatures, linguistics and cultures of the Spanish-speaking and Portuguese-speaking worlds. Our Department, at a Research 1 Hispanic-Serving Institution, enjoys a deep sociohistorical and cultural embeddedness in the New Mexico historical experience.

La misión del Departamento de Español y Portugués es promover la investigación y enseñanza de alta calidad, que integren las lenguas, literaturas y culturas del mundo de habla hispana y lusófona. Perteneciente a una institución clasificada como de nivel máximo de actividad de investigación (Carnegie R1) y como Institución comprometida al Servicio de los Hispanos (HSI), gozamos de una profunda inserción sociohistórica y cultural en la experiencia histórica de Nuevo México.

A missão do Departamento de Espanhol e Português é promover pesquisa e ensino de alto nível que integrem as línguas, literaturas e culturas do mundo Hispano e Lusófono. Pertencente a uma Instituição classificada como de nível máximo em atividade de pesquisa (Carnegie R1) e oficialmente comprometida com a população Hispana (HSI, na sigla em inglês), nosso Departamento goza de uma intensa inserção sócio-histórica e cultural na experiência histórica do estado do Novo México.

Bienvenidos! Bem-vindos! Welcome!

Welcome to the Department of Spanish and Portuguese. You will soon come to know the strengths and specialties of our faculty members, the support of our staff, and to enjoy the camaraderie and enthusiasm of your fellow graduate students. The selection of new graduate students is one of the most serious tasks of the departmental faculty and working with our graduate students is one of the activities to which we most look forward. As scholars and researchers, our work can only become more complete through interaction with our students; we grow intellectually in response to your inquiring spirit. You will find an excellent faculty who will not only work hard to teach and mentor you, but who also wish to interact and exchange ideas and concepts with you.

We hope that your experiences here are not only intellectual but also emotionally and culturally stimulating. There are many cultural experiences offered by the Department, the University, the Community, and the State. These include lectures and presentations by our own faculty, by outside scholars and artists, trips to events offered by our museums and institutions throughout the State, and the exciting cultural venues to be found throughout our communities.

These years will be intellectually challenging for you and we hope that you will work closely with your graduate colleagues as well as with your faculty to make this experience a rich and valuable one.

HISTORY OF THE DEPARTMENT

Graduate instruction in Spanish and Portuguese have been taught here at The University of New Mexico since 1937 and the University's first PhD was awarded in Hispanic Linguistics. Many of the world's greatest Hispanists and writers have taught at the University of New Mexico. Ortega Hall is named after one distinguished colleague, the Robert Duncan Reading Room after another. Aurelio Espinosa, who wrote one of the earliest comprehensive descriptions of a Spanish dialect about Northern New Mexico Spanish, once taught in the Department of Spanish and Portuguese, as did Rubén Cobos, author of the definitive dictionary of New Mexico Spanish. Garland Bills and Neddy Vigil published an Atlas of the Spanish spoken in New Mexico and Southern Colorado. The Department has also been home to several other writers of worldwide fame: Angel González, poet and winner of many prestigious literary awards, Dinko Cvitanovic, an Argentine literary critic, Ramón Sender, Gustavo Sainz, and Sabine Ulibarri. Graduates of our programs have added to the faculty of many of the nation's finest universities and are also found in other professional positions. Our conferences on literature and language of the Spanish- and Portuguese-speaking worlds have been resounding successes. Many of our faculty members have directed important research projects, and other professors have won prizes for creative writing, translation, teaching, and scholarly research.

The continuing lifeblood of the Department is its graduate program, which continues to attract the finest candidates for the M.A. and Ph.D. from around the country and around the globe. Each year our graduate students organize colloquia, participate as organizers, presenters, and session leaders in our conferences, give papers at professional meetings throughout the country and abroad, and play active roles in university student organizations. Our graduate students also form the backbone of our language instruction programs and provide the first contact with our Department for thousands of undergraduate students each semester.

GRADUATE STUDY IN SPANISH AND PORTUGUESE

The University of New Mexico 2022 – 2023

The University of New Mexico offers an **M.A. in Spanish** with three areas of concentration: Hispanic Literature, Hispanic Linguistics, and Hispanic Southwest Studies; an **M.A. in Portuguese**; and a **Ph.D. in Spanish and Portuguese** with two areas of concentration: Hispanic Literature and Hispanic Linguistics. A student may also combine Hispanic and Brazilian Literatures in the Ph.D. program. It is possible to design a **Dual M.A.** (2 MA degrees) in Spanish and Portuguese. Departmental financial assistance in the form of teaching assistantships are available for the most highly qualified candidates. Teaching Assistants in the M.A. program are normally guaranteed four semesters of support, as long as they remain in good academic standing. A small number of summer teaching assistantships are available on a competitive basis. Teaching Assistants in the Ph.D. program are guaranteed three years of support, with the potential to extend support through a fifth year.

Prerequisites and Application Process

- All applicants need to complete and submit an application on-line. Official transcript(s) of all academic work needs to be sent to the Office of Admissions at The University of New Mexico.
- International students should contact the [Global Education Office](#) for a list of required materials.
- Deadline for PhD admission is January 15th.
- The deadline for application for regular MA admission is: January 15th for best consideration for a teaching assistantship. The final deadline for the MA application is March 15th.
- MA Financial assistance application review occurs following the two MA admission deadlines: January 15th and March 15th.
- All application materials can be found on the web at <http://admissions.unm.edu/>

Guidelines for the online application:

- Make a note of your PIN number and password as you will need these to access your application.
- Upload all unofficial or copies of transcripts for all universities to the application.
- Recorded statements need to be attached to the application under Assistant Interest, scores/statements should be upload instead of assistantship essay.
- All letters of recommendation need to be submitted electronically by the recommenders. You will need the recommender's e-mail to include in the application.

Acceptance into the M.A. program is based on an evaluation of the following items:

- 1) A narrative statement of intent following the departmental guidelines.
- 2) An application and the application fee to be submitted online to Admissions.
- 3) An official transcript of all academic work to be sent directly to the Office of Admissions.
- 4) Unofficial transcripts should be attached to the online application.
- 5) Students seeking admission to the program who do not have a B.A. major in Spanish or Portuguese must present an equivalent, i.e. 24 hours of advanced courses such as Spanish Phonetics, Advanced Grammar, and surveys of Latin American and Peninsular literature, or the equivalent in Portuguese.
- 6) ALL Teaching Assistant candidates must submit a 5-10 minute recorded statement, in the language they wish to teach, either Spanish or Portuguese.
- 7) Native speakers of languages other than English who graduate from non-U.S. universities must successfully pass the TOEFL test (score of 550 or better or scores of at least 80 in all areas of the Michigan test). Candidates who took their M.A. at UNM may use their earlier scores as part of their application. For more information visit the [Global Education](#) website.
- 8) Applicants must provide e-mails of three references, preferably from professors or others who are familiar with their academic qualifications. These recommenders will be asked to electronically submit a letter of recommendation.
- 9) Applicants must submit a curriculum vita.

Acceptance into the Ph.D. program is based on an evaluation of the following items:

- 1) A narrative statement of intent following the departmental guidelines.
- 2) An application and the application fee to be submitted online to Admissions.
- 3) Official transcripts of all academic work sent directly to the Office of Admissions.
- 4) Unofficial transcripts must be uploaded to the online application.
- 5) All prospective Ph.D. candidates must hold the M.A. in Spanish or Portuguese or an equivalent degree.
- 6) A sample research paper prepared in accordance with the *MLA Style Sheet* for literature students or the *LSA Style Sheet* for linguistics students.
- 7) ALL Teaching Assistant candidates must submit a 5-10 minute recorded statement, in the language they wish to teach, either Spanish or Portuguese.
- 8) Graduates of U.S. universities must present GRE scores; native speakers of languages other than English who completed their undergraduate degree at a non-U.S. universities must successfully pass the TOEFL test (score of 550 or better or scores of at least 80 in all areas of the Michigan test) and are encouraged to submit GRE scores.
- 9) Applicants must provide e-mails of three references, preferably from professors or others who are familiar with their academic qualifications. These recommenders will be asked to electronically submit a letter of recommendation.
- 10) Applicants must submit a curriculum vita.

The Statement of Intent by Applicants to the M.A. and PhD

All applicants to the M.A. program in Spanish or Portuguese and Ph.D. programs in Spanish and Portuguese must submit a narrative statement of intent. This document is one of the most important components of the application and should be prepared thoughtfully. It may be written in English, Spanish or Portuguese.

For applicants to the M.A. program, the statement should include: a clear indication of the reasons for pursuing a graduate degree – in other words, how graduate studies in Spanish or Portuguese relate to their career goals, a description of their undergraduate studies in Spanish and/or Portuguese and related areas, any additional experiences which bear on their qualifications or interest in graduate studies. Applicants should describe their specific interests within the programs offered by the Department of Spanish and Portuguese, and should indicate why they have chosen the University of New Mexico. Applicants should outline their future career plans in as much detail as possible. Simply stating “I have always enjoyed Spanish,” “I want to learn more about Spanish/improve my abilities,” or “Portuguese is my native language” is not adequate. The M.A. is a professional degree, and applicants need to indicate why they are qualified to undertake this professional training and how they intend to use it in the future.

Applicants to the Ph.D. program should discuss their career goals, their proposed fields of specialization within literature or linguistics, a potential dissertation topic, why they have chosen UNM for their studies, and the faculty with whom they would like to work. They should include a description of their M.A. studies in Spanish and/or Portuguese and related areas and additional experiences which bear on their qualifications or interest in the Ph.D. program.

Language Proficiency for Teaching Assistantship

Spanish or Portuguese:

Candidates seeking a Teaching Assistantship must submit a recorded statement the language they wish to teach. Native speakers of languages other than English must also provide a recorded statement in English of equal length. The statement should be 5 – 10 minutes long, and should consist of free, spontaneous narration. Appropriate topics include a brief biographical sketch, accounts of travel or other experiences that bear on graduate study in Spanish and Portuguese, reasons for deciding to pursue a graduate career, specific research interests, and awareness of the programs and resources offered by the Department of Spanish and Portuguese at the University of New Mexico. Applicants should try to use as wide a range of grammatical structures as possible, including past, present, future and hypothetical reference, and an appropriately professional vocabulary. No portion of the recording should be read or memorized, nor should the recorded statement be edited in any way. If the submitted recording does not adequately demonstrate the candidate’s linguistic abilities, additional demonstration may be required, such as a supplemental recording, or a telephone or personal interview.

COURSES, MENTORING, PROGRESS

Mentors, Supervisors, and Registration

Each incoming graduate student will be assigned to a faculty member based on the field of studies described in the student's letter of intent. Students should take the initiative to develop a strong relationship with their mentor and to look for different types of mentoring from a variety of faculty and peers in the program. A student may later choose another faculty mentor if they wish.

For M.A. students, among other things, the mentor will assist the student with planning a course of studies and with the selection of courses for each semester. M.A. students may change their area of concentration, ideally before registering for their second semester. All changes of concentration or mentor are subject to prior approval of the student's mentor, the proposed mentor, the section advisor, and notification of the graduate advisor. If you are not sure who your faculty mentor is please contact the Graduate Advisor.

A Ph.D. student will have as principal mentor the chair of either the Committee on Studies or the Dissertation Committee. The student must select a Committee on Studies in consultation with the professor selected by the student to chair that committee and must obtain all the committee members' signatures on the appropriate form before the mid-semester break of the student's second semester in the doctoral program. Until the Committee on Studies is formed, each incoming Ph.D. student will be assigned a temporary mentor. The temporary mentor will assist the new Ph.D. student with course selections and with forming a Committee on Studies.

All coursework must be approved by the student's individual faculty mentor and the Departmental Graduate Advisor **BEFORE** the student registers for classes. All changes in registration (adding, dropping, changing from credit to audit status) must be reported to the departmental Graduate Advisor **BEFORE** the change is made. Failure to obtain prior approval for changes from the Graduate Advisor could result in revocation of financial support.

The normal course load for graduate students in the Department is 9 hours per semester. It is **not** recommended that students take more than 9 credits of graduate courses. Students who wish to enroll in 12 credits of academic work must obtain permission from their mentor or the chair of their Committee on Studies. Note that you are welcome to take a fourth class without asking permission IF that fourth class is a personal development class (e.g. music, dance, yoga, meditation, etc.).

Professionalization and Departmental Citizenship

As a graduate student, you are now preparing for a specific career. There are a wealth of opportunities to develop your professional knowledge, your skills, your scholarship, and your career trajectory through workshops, symposia, and conferences both on and off campus. The Department and your mentors and faculty members expect that you will take full advantage of these opportunities. We learn together as students and professionals at these events. Choose

carefully, serve, and lead. These activities will help you develop your scholarship and prepare for your career. Your attendance, participation, and leadership will also help your faculty members provide more persuasive letters of reference for your future pursuits.

Petitions and Requirement Changes

FOR M.A. STUDENTS:

The requirements, regulations, and procedures established by the Department of Spanish and Portuguese apply to all graduate students. They represent the collective effort of the entire Department, and only under truly extraordinary circumstances will exceptions be granted. If exceptional treatment seems warranted, a student may petition the Graduate Committee. A *written* copy of the petition, along with support for the petition from the mentor, must be given to the departmental Graduate Advisor. Students should use petitions sparingly, since in the vast majority of cases existing departmental norms will be found to apply.

Petitions to the Graduate Committee are **required** in the following cases:

- Permission to take an independent study/problems course.
- Permission to switch from one M.A. concentration to another.
- Permission to take more than 12 hours of graduate courses per semester.

Written copies of any petitions must be turned in to the departmental Graduate Advisor.

**OGS regulations require that all transfer credits have a grade of B or better.*

Note: Under university regulations, students retain the option of following the requirements of their program that were in effect at the time of their entrance into the program, even in the face of subsequent changes, or of following the modified requirements. However, each student must meet **all** requirements for the chosen program. Thus, for example, a student who enters the program under one set of requirements but chooses to be examined under the requirements in effect at the time of the examination must meet all requirements in effect at the time of examination. The departmental Graduate Committee will not waive this general obligation.

FOR PH.D. STUDENTS:

Particulars for a course of study at the Ph.D. level fall under the purview of the temporary mentor or the Chair of the Committee on Studies. Written copies of any petitions must be turned in the departmental Graduate Advisor.

Program of Studies Form for MA Students

The Program of Studies form, which can be accessed on my.unm.edu under the link Grad App, **MUST** be filled out by all MA students and submitted to the Department Chair **at the beginning of the semester prior to taking the comprehensive exams**. The exact deadline is on the Graduate Studies web page, grad.unm.edu. Failure to submit these forms in the beginning of the preceding semester **will** result in a delay of the Master's comprehensive examination and a delay of graduation.

Graduate Student Annual Review (GSAR)

The GSAR is completed by all graduate students once a year during the spring semester. This form will be used for a variety of purposes:

- Most importantly, this review seeks to promote your reflection on your academic and professional progress and to inform conversations with your mentor or dissertation director about that progress and any areas that need to be strengthened. The form serves as one expression of the expectations for professional development that you strive to meet. It lays out some key program requirements, such as the normative time to degree completion. Talk with your mentor about how the events, workshops, and conferences you have attended have affected your academic and/or professional horizons. Consider the importance of service, citizenship, and leadership experiences.
- The process will inform your mentor and the Graduate Committee of your continuing advancement, success, and participation in the department and the university. It will serve as an update on all that you have accomplished thus far both here at UNM and elsewhere in academia.
- The process will also assist the Department in our assessment of our graduate programs, as required by the university.
- The GSAR form will be sent to you electronically in the spring semester.

Independent Study / Problems Courses

Independent study or problems courses are reserved for exceptional cases of students who have exhausted all normal course offerings in a given area and who wish to pursue an advanced topic. M.A. students will generally find that each semester a sufficient number of graduate courses in each concentration are offered such that independent studies are rarely warranted for M.A. students. Under no circumstances should an independent study/problems course be given in place of a normally offered course taught in another semester, or to improve an unsatisfactory grade. Each student is allowed a maximum of **6 hours** of independent study/problems courses over the course of their time at the University of New Mexico.

Independent Studies courses are a variable credit course, so when registering make sure that you are enrolled in the correct number of credit hours.

A student contemplating an independent study/problems course should petition the Graduate Committee, turning in copies of the form (available on the next page or from the Graduate Advisor) to the Departmental Graduate Advisor after approvals. The petition will serve as a syllabus for the course and should include (1) a brief description of the proposed course of study; (2) a working bibliography; (3) a description of the graded work that will be done, with dates for turning in work clearly indicated; (4) the **signed** agreement of the supervising professor.

DEPARTMENT OF SPANISH AND PORTUGUESE

Independent Study/Graduate Problems Course Petition (551)

Date: _____ Spanish _____ Portuguese _____

Student Name: _____ UNM ID#: _____

Student Signature: _____

Semester: _____ Previous Independent Studies? No _____ Yes* _____

*If yes give dates and instructor
of previous independent study:

Professor Endorsement: _____ Date: _____

Graduate Committee Endorsement: _____ Date: _____

Title of class:

Justification of need:

Course description:

Time line of course work/schedule of class meetings:

Graded work to be completed and due dates:

Attach working bibliography (MLA or LSA style)

Note: Under no circumstances should an independent studies/graduate problems course be given in replacement of a normally offered course taught in another semester, to improve an unsatisfactory grade, or to prepare for comprehensive examinations. Two courses (six credits) are the maximum allowed while at the University.

Leave of Absence

A student who is unable to continue his/her graduate studies due to exceptional circumstances, must request, in advance, a Leave of Absence. The student may also request to resume the Teaching Assistantship upon his/her return to studies. Both requests must be approved by the Graduate Committee. If the request occurs during an academic break, the Department Chair and the Graduate Committee will vote and a quorum of the Graduate Committee will not be required. To request to resume the Teaching Assistantship, the student must notify the Department by April 15 for a fall teaching assignment and by October 15 for a spring teaching assignment. The written request, together with a memo of support from the chairperson or designee of the graduate unit is forwarded to the Graduate Dean who will make the final decision. A Leave of Absence is determined on a semester-by-semester basis and is generally limited to a maximum of one calendar year. The time approved for a Leave of Absence is not counted in the time limit to complete the degree as long as the student is not enrolled in any course at the University of New Mexico. Please see the Graduate Studies web page for the petition form (<http://grad.unm.edu/resources/gs-forms/petition-form.html>).

Readmission/Reinstatement to M.A. program

If for any reason you drop out of the program or do not take classes for more than 1 year, you will need to be readmitted. Readmission/Reinstatement to the graduate program in Spanish or Portuguese requires that a letter of support be submitted from your mentor, and a letter of intent to include why you should be readmitted, a time line for finishing your degree and what your plans are for your future. If you wish to be reconsidered for any teaching assistantship you should include a letter from the program coordinator.

Students are expected to maintain enrollment in 599 or 699 once registration has begun. However, if extenuating circumstances necessitate a student to discontinue enrollment in thesis or dissertation hours, he/she can petition for either reinstatement or readmission.

The student's petition to the graduate unit requesting return to graduate studies must include justification for his/her return and time line for completion of degree requirements. The graduate unit will evaluate the petition and determine whether or not the student is eligible for return to graduate study and which process (reinstatement or readmission) is appropriate.

Reinstatement is a valid option if:

1. Student has not been enrolled for up to 3 semesters (not including summer)
2. Student is in good standing
3. Graduate Unit approves
4. Only remaining requirement is completion of thesis or dissertation (599)
5. Time to complete the degree is one calendar year or less
6. The petition presents an adequate rationale for failure to request a Leave of Absence.

If **reinstatement** is the appropriate choice, the department will submit the approved petition to OGS for processing. Payment of the reinstatement fee (\$500.00) must be completed at the Bursar's Office before the student's reinstatement is complete.

Readmission is a valid option if:

1. Student has not been enrolled for more than 3 semesters AND/OR the student must re-take examination (master's or doctoral comprehensive) AND/OR the student must take additional course work
2. The student is in good standing
3. Graduate Unit approves
4. Student is within time-to-degree limits, or submits petition for extension with a timeline for completing the degree

If **readmission** is the appropriate choice, the department will submit the approved petition to OGS. The student must complete the readmission process (including payment of the application fee) through the Office of Graduate Studies.

TEACHING ASSISTANT SUPPORT

A regular full time Teaching Assistantship includes a stipend, health insurance, and 12 hours of tuition. The teaching assistantship requires that the student teach two lower division Spanish classes. The exact terms of the teaching assistantship offer will be outlined in the offer letter. The teaching assistantship does not cover any course fees or GPSA fees.

M.A. PROGRAM: Those students in the Department of Spanish and Portuguese who receive a teaching assistantship will (unless the letter of offer stipulates otherwise) normally be eligible for **two years** (4 semesters) of TA support (excluding summer teaching), contingent upon academic progress in departmentally approved classes, satisfactory teaching, and the availability for University funding. There will be no extensions to the four-semester limit of assistant support. Due to the limited number of teaching assistantships, not all students admitted to the M.A. program can be offered an assistantship. We do keep a teaching assistantship waiting list for all qualified students. Students on the waiting list are notified as soon as a position becomes available.

PH.D. PROGRAM: Those students in the Department of Spanish and Portuguese who receive a Teaching Assistantship will (unless the letter of offer stipulates otherwise) normally receive support for **three years** (six semesters) of TA support (excluding summer teaching), contingent upon academic progress in departmentally-approved classes, satisfactory teaching and availability of University funding. A fourth and fifth year (2 to 4 extra semesters) of assistantship support may be authorized at the discretion of the Graduate Committee if the doctoral student has passed the comprehensive exams by the end of the third year of support and has demonstrated satisfactory progress on the dissertation. Those Ph.D. candidates who have exhausted their assistantship support can leave an application with the Department Administrator to be considered for part-time teaching assignments on a contingency basis.

Course Loads for Teaching Assistants

Full-time teaching assistants must take a minimum of 9 hours but not more than 12 hours at the 500- or 600-levels within the Department each semester (as mentioned above, SPAN 423 and 438 may be included within the minimum course load). Audits should be taken above the 9 hours. Problems courses (SPAN 551) and credits in excess of 12 per semester must be petitioned through the graduate committee. Language courses required by the program may be used to satisfy hours of the minimum course requirement. During the semester in which the student takes the comprehensive examinations the student must take a minimum of 6 hours of coursework with at least 6 credit hours being at the graduate level. Half-time teaching assistants are required to take a minimum of 6 hours per semester within the Department at the levels mentioned above. If the student's program requires them to take courses outside the Department, they must secure prior approval of the student's faculty mentor and the Graduate Director.

*NOTE:

A teaching assistant must be registered and **complete** the required number of approved courses in order to maintain the teaching assistantship. An incomplete in any class and the department will put a teaching assistant on TA probation. The TA will still be allowed to teach for the next semester, but will need to finish the incompletes by the end of the next semester or the TAship will be cancelled. Example: If a student gets an incomplete in the fall semester – The student will have until the end of spring to finish the incomplete to keep the TAship. If a student gets an incomplete in the spring semester then the student will have until the end of the fall semester. If a student has an incomplete they will not be eligible for summer teaching.

Conditions of Employment for Teaching Assistants and Instructors

EXPECTATIONS OF GRADUATE TEACHING ASSISTANTS

As graduate teaching assistants you serve as role models for your students. The Department looks to you to act in a professional manner in both behavior and dress. It is also expected that you will support the department, the faculty, and fellow graduate students by attending and helping to organize departmental functions such as lectures, workshops, conferences and cultural events. Such active participation enriches your intellectual life and professional preparation and contributes to the vital exchange of ideas within the Department.

GENERAL CONDITIONS:

Deviation from the rules stipulated here constitutes a **breach of contract** and may result in termination.

All Teaching Assistants/Instructors will:

- Teach the class assigned by the Coordinator or Department Chair and follow the class schedule as specified in the syllabus. This includes arriving with enough time to begin class at the specified time and to give exams at the specified time. It is recommended to arrive to classes, exams, and activities for students at least five minutes before they are scheduled to begin.
- Follow all guidelines and rules of the syllabus.
- Attend all meetings called by the Coordinator and/or Department Chair.
- Attend Orientation Week activities conducted every year before the beginning of Fall and the program-specific Orientation before Spring semester.
- Attend all practicum sessions called by the Coordinator.
- Enroll in SPAN 541 Research and Methods for Teaching Spanish, during the first fall semester of employment at UNM, regardless of prior experience elsewhere.
- Keep at least three office hours per week, or 1.5 hours per class taught (including summer semester) to be posted on office doors and communicated to students. These office hours should be held ideally at different times and days (e.g., Mon. 8:30 – 9:30, Tues. 10:30 – 11:30, Fri. 1:30 – 2:30).
- Keep office hours as posted, if office hours are changed, inform the main office.
- Discourage students from calling the main office except for emergencies.
- If sick, or otherwise unable to teach an assigned class, find a substitute in consultation with the Coordinator, in compliance with the substitute policy.
- Arrange to pick up exams and other materials the working day prior to use in the class.

- Follow any other rules or regulations set forth by the Coordinator, the Chair of the Department of Spanish and Portuguese, the Departmental Director of Graduate Studies and the Departmental Graduate Advisor.
- TAs must maintain and finish a minimum of 9 credit hours of approved graduate courses for the entire duration of the term for which the assistantship is awarded, except for the semester that the student takes comprehensive exams, when 6 credit hours are required. **Any change of registration which a) causes the total number of hours to drop below this minimum, or b) has not been appropriately approved may result in an immediate revocation of the teaching assistantship.**
- If you have difficulties with a student, there are three steps to follow:
 1. You should try to resolve the situation first by speaking privately with the student.
 2. If this does not resolve the situation, you should meet with the student and the Coordinator.
 3. If the situation is still not resolved, then you, the student, and the Coordinator should meet with the Chair.

A Teaching Assistant/Instructor may not:

- Switch sections or cancel classes without prior approval from the Coordinator.
- Make changes in classroom or office assignments without consulting the Department Administrator.
- Give a student waiting to get into the Teaching Assistant's class permission to do so.
- Grant overrides or send students who want to enter their class to see the Coordinator. (Students must attempt to add an open class online.)

UNM Graduate Instructor/Teaching Assistant Contract

General course administration

- The first day of class, TAs/instructors will go over the class syllabus carefully to make sure that the students fully understand what is expected of them. They should make sure that students comprehend the departmental policies listed on the syllabus. This includes the necessity of taking a Placement Evaluation (for all students taking a Spanish language course for the first time) and turning in documentation to the instructor. The instructors are to verify placement from every student no later than the fourth class session.
- A TA/Instructor will keep a class record with all students' names, attendance, and results of class work, and at the end of the semester **must** turn them in to the Coordinator. A back-up copy of the records should be maintained at all times.
- A TA/Instructor will turn in to the Main Office a copy of their semester schedule which is to include class(es) being taught or taken, their location, office hours, e-mail, and home telephone number. This is to be handed in the **first** week of class.
- During the last week of class all TAs/Instructors are to have their students fill out Individual Development and Educational Assessment (EvaluationKIT) forms online. It is important to encourage all students to fill out these forms and to leave comments. When they become available, that is, after final grades have been turned in, the Coordinator will check them and, if necessary, meet with the TAs/Instructors with appropriate comments, insights, and courses of action to be taken.
- Assistantship recipients who suffer a serious medical condition requiring absence from assigned duties for two consecutive weeks may be granted, upon written request to the head of the graduate unit and the program coordinator, a two-week sick leave without loss of stipend. After this leave, the student will be paid only for the time the assistantship responsibilities were fulfilled.

Examinations, Quizzes, and Grading:

- Exams (including the final exam) must be given on the date and time specified on the exam schedule; the TA/Instructor is to hand out each exam individually to the students. After the exams have been corrected and discussed in class, the TA must collect all exams. Students are not to keep any exams, since they are the property of the department (although they may keep quizzes). All exams must be administered as scheduled; thus no exam may be omitted under any circumstances.
- A TA/Instructor will grade all exams and quizzes within a week of the exam being given and follow the Coordinator's guidelines for grading and make-up exams.
- Final exams, electronic grade file, and copy of gradebook, are to be handed in to the Coordinator no later than one week after final exams are given and will be kept by the Department for one year after their administration. All extra copies are to be returned to the Language Instruction Administrative Assistant's office.

- See Coordinator for quiz/exam guidelines.
- A TA/Instructor **may not** reveal to students the contents of an exam. A TA/Instructor may inform students of the format of the exam.
- A TA/Instructor will give the Coordinator a copy of all quizzes, handouts or any other material handed out in class.
- TAs **may not** get behind on their grading and must return work with feedback to students within two weeks maximum.

Parental or Medical Leave Policy

In the Department of Spanish and Portuguese, parental or medical leave will be granted in accordance with the Graduate Studies' (OGS) policy on medical leave:

Assistantship recipients who suffer a serious medical condition requiring absence from assigned duties for two consecutive weeks may be granted, upon written request to the head of the graduate unit, a two-week sick leave without loss of stipend. After this leave, the student is paid only for the time the assistantship responsibilities were fulfilled. The graduate unit must notify the Graduate Studies office whenever it grants an assistant a two-week sick leave, as well as the date that the assistant returns to his/her position.

A serious medical condition is defined as an illness that makes you unable to work per a doctor's note. Any medical leave must be communicated the chair of the department. The department must follow the recommendations in the doctor's note.

The OGS medical leave policy will be extended to cover new parents (either through adoption, birth of a new child, or a child's serious illness). Teaching Assistants are responsible for finding their own substitute to teach their courses and. (Note: The Department cannot provide financial compensation for substitutes, but will aid in establishing a pool of volunteers.)

After the two week absence a student will be considered absence without leave. Graduate Studies policy on absence without leave is:

Individuals who are awarded a contract and receive payment from the University of New Mexico, but who do not attend or are absent without leave will be required to repay any stipend collected from UNM.

<http://grad.unm.edu/funding/assistantships.html>

Outside employment:

Graduate students holding a teaching assistantship are allowed to work a maximum of 10 hours per week in employment outside the Department, however they should consider very carefully any outside employment, ensuring that academic and teaching assistant duties are given the priority.

International Students should check with the Office of International Programs for any additional regulations or limitations regarding working hours over the TAship hours.

Summer teaching:

There are a limited number of teaching assistantships available for the Summer session. Priority will be given to those applicants who did not teach the previous summer. Assistants who begin their employment in the Spring term will be considered only if there are enough teaching positions available to accommodate all other applicants. Arts and Science Teaching Assistants are considered only after departmental Teaching Assistants. Should there be more applicants than jobs available, the following criteria will be used in selecting Summer Teaching Assistants:

- Academic Progress: GPA, Progress toward the degree,
- Teaching: Evaluations, Coordinator observations, Number of previous semesters taught, Service to the Department

THE M.A. IN SPANISH OR PORTUGUESE: DEGREE DESCRIPTION

The M.A. is offered under plan I (thesis) and plan II (coursework). Plan I requires a minimum of 24 hours of coursework, comprehensive examination, and a thesis. Plan II requires 33 hours of coursework and a comprehensive examination. Minimum semester hour requirements for TAs under both plans are 9, 9, 9, and 6. All Spanish coursework counted toward M.A. credit requirements must be in courses approved by the Department at the 500-level or above with the exception of SPAN 423 (Cervantes' *Quijote*), and SPAN 438 (Mexican Literature). All Portuguese coursework counted toward M.A. credit requirements must be in courses approved by the Department at the PORT 500-level or above. **Relevant electives outside of the Department may be taken only if pre-approved by the student's mentor and the graduate committee.**

1. Concentration in Hispanic Literature

18 hours of Hispanic Literature evenly divided between Spanish American and Peninsular Spanish courses.

3 hours of Hispanic Linguistics.

3 hours of Portuguese or Hispanic Southwest Studies.

SPAN 502 Research and Critical Methodology to be taken during the first semester of graduate study.

6 hours of electives or thesis.

2. Concentration in Hispanic Linguistics

18 hours in Hispanic linguistics.

6 hours of Hispanic Literature or Portuguese or Hispanic Southwest Studies.

6 hours of electives or 6 hours of thesis.

SPAN 541 Approaches to Language Teaching Methodology (required of TAs and to be taken during the TA's first fall semester).

3. Concentration in Hispanic Southwest Studies

12 hours of Hispanic Southwest Studies taken in the Department of Spanish and Portuguese.

6 hours of Hispanic Linguistics (must include at least one course on Southwest Spanish).

SPAN 502 Research and Critical Methodology.

6 hours of Hispanic/Portuguese literature from outside the Southwest.

6 hours of relevant electives in the Department or outside (e.g., History, Linguistics, Social Sciences) or thesis.

4. Portuguese Degree

15 hours in Portuguese at 400-level or above.

12 hours of Hispanic/Southwest/Portuguese Literature and/or Hispanic/Southwest/Portuguese Linguistics.

6 hours of electives or thesis.

Other requirements

1. Language Requirement

All M.A. Spanish or Portuguese candidates must demonstrate proficiency equivalent to one year of university-level study in one language apart from English and the student's language of major study. This proficiency is normally demonstrated by completing, in consultation with the department graduate advisor, a second semester or above numbered language course with a grade of B or better. This requirement can be met through coursework done as part of the B.A.

2. Comprehensive Examination

The M.A. comprehensive examination will normally be given during the student's fourth semester of graduate study at times specified by the Department. The examination will be based on the reading list designed for each concentration.

DUAL MA PROGRAM

The deadline for application to the dual MA in Spanish and Portuguese is October 15 of your second year of study for Departmental review of the application. Subsequently, if accepted, your application will need to be electronically submitted, the appropriate application fee paid, and a petition with both department's support submitted to Graduate Studies for final acceptance into the dual degree program. Financial assistance is awarded on a competitive basis. For consideration for financial support for the third year of study to complete the dual degree, students must submit their application to the Department of Spanish & Portuguese by January 15th. Acceptance into the dual M.A. program is based on an evaluation of the following items:

1. A narrative statement of intent.
2. Unofficial transcripts of all graduate level coursework completed at UNM. Students who are applying to for a teaching assistantship should update their transcript to include final grades for the fall term when they applied to the dual degree.
3. Three letters of recommendation from professors in the Department of Spanish & Portuguese.
4. All applicants must submit a Curriculum Vitae (CV). A CV is used in academic circles replacement for a résumé and is far more comprehensive. A CV elaborates on education, publications, and other achievements to a greater degree than a résumé
5. All candidates seeking a Teaching Assistantship must upload a 5-10 autobiographical voice recording following departmental guidelines.

For all students accepted into the dual MA in Spanish & Portuguese, there are no fees associated with the application at the Departmental level. If accepted into the program, you will be required to complete the UNM online application, which will incur an application fee. Once completed and all necessary paperwork submitted, Graduate Studies will officially enroll in the dual MA program. If, in the spring semester (your fourth semester of study), you decide that you will not continue in the dual degree program for any reason (i.e. personal, financial, etc.) you will need to complete the UNM online application to change back to your original degree, which will incur an additional fee.

Please be aware, following your exams, if you had decided to eliminate an area of examination from your Master's exam and subsequently decide to not continue in the Dual MA program for any reason, then you will be responsible for completing and passing a 4th exam question of the area of that was previously eliminated before you are able to graduate. It is at the discretion of the Department if a make-up exam will be offered. Normally, you will be required take the Master's exam on the next available date that it is offered (i.e. during Fall or Spring break).

Dual MA Concentration Credits:

Concentration in Hispanic Literature

9 hours of Spanish American Literature

9 hours of Peninsular Spanish courses.

*3 hours of Hispanic Linguistics or Hispanic Southwest Studies

Concentration in Hispanic Linguistics

21 hours in Hispanic linguistics

Concentration in Hispanic Southwest Studies

12 hours of Hispanic Southwest Studies taken in the Dept. of Spanish and Portuguese

6 hours of Hispanic Linguistics

*3 hours of Hispanic literature from outside the Southwest (shifted from 6 hours)

Concentration in Portuguese

21 hours in Portuguese at 400-level or above.

Common Core courses (Required for all concentrations*)

SPAN 541 – Approaches to Language Teaching Methodology

SPAN 502 - Research and Critical Methodology.

6 hours of electives (selected from either of the two Spanish concentrations that you are not specializing in) or thesis.

*If you are not receiving a teaching assistantship, then you are not required to take SPAN 541. In this case, these credits become elective credits.

Dual Degree MA exam structure:

The MA exams in both Spanish and Portuguese consist of 4 questions. For Dual MA students in Hispanic Literature, Hispanic linguistics, Hispanic Southwest Studies, or Portuguese you can select one area from the four areas of examination that will be eliminated from your exam. For the MA examinations in Spanish, please specify in writing which section of the exam you would like to eliminate. If you would prefer to take all four questions for the exam, please request this in writing. The exam request must be sent to Martha Hurd by February 15th of the semester you are taking your exam.

THE M.A. THESIS OPTION

M.A. candidates in Spanish and Portuguese have the option of writing a Master's thesis in lieu of 6 hours of graduate coursework and will take 6 hours of Spanish 599 instead. Students taking the thesis option will still take the Master's comprehensive examinations. There are both pros and cons to writing a M.A. thesis: for some students, the additional coursework is vital, while for others, the ideas developed in a Master's thesis may serve as a nucleus for a doctoral dissertation or may have practical applications. Students interested in pursuing the thesis option should consult the Departmental Graduate Advisor by the end of their second semester in their M.A. program.

All M.A. theses in literature shall use the style sheet of the Modern Language Association of America (MLA). All M.A. theses in linguistics shall use the style sheet of the Linguistic Society of America (LSA), as exemplified in its journal *Language*. Consult the University of New Mexico Catalog for additional information on thesis preparation.

Students doing a thesis must turn in to the Graduate Advisor a Thesis Declaration form one month into the students third semester.

Once a student has registered for thesis hours they must continue to take thesis hours every semester until they have completed the thesis and turned it in to the Office of Graduate Studies.

If a Thesis is written in a language other than English a petition must be submitted to the Office of Graduate Studies through the Department of Spanish and Portuguese.

**UNIVERSITY OF NEW MEXICO
DEPARTMENT OF SPANISH AND PORTUGUESE**

Thesis Declaration form

The Thesis Declaration form should be completed the beginning of the third semester of study. Please complete the following form and attach a copy of your thesis proposal and return to the Graduate Advisor in the main office (Ortega Hall, Room 235).

Student's Name: _____

Proposed title of thesis: _____

Date approved: _____

Committee Members

Print names

Committee Signatures

Committee Chair

Committee Chair

Comments:

THE M.A. COMPREHENSIVE EXAMINATIONS

The M.A. comprehensive examination represents the culmination of graduate studies at the Master's level and serves as a measure of the student's ability to synthesize a significant body of knowledge in a coherent fashion. The examination gives the faculty an opportunity to observe the candidate's overall stature as an emerging professional and not simply as a student in individual classes. The perspective provided by the comprehensive examination forms an important component in the faculty's total evaluation of the candidate, affecting future recommendations for employment or admission to a Ph.D. program. It is the collective expectation of the faculty that students who have performed well in their classes and who have adequately assimilated the materials on the reading lists should have no difficulty in passing the examinations. Thus the exams are not created to expose inadequacies but rather to highlight the knowledge acquired during the graduate studies program.

The M.A. examination is based primarily on the reading lists, and not necessarily on any specific combination of courses. That significant portions of the exam will focus on material which some students have not learned as part of their class work is inevitable. Candidates have full responsibility for reading and assimilating the material on the reading lists and for systematically preparing themselves for the comprehensive examination. No outside materials may be brought to the examination; this includes dictionaries, notes, books, etc.

The M.A. comprehensive examination is given in each of the three areas of Spanish specialization, Hispanic Literature, Hispanic Linguistic, and Hispanic Southwest Studies, and in Portuguese. Each candidate will be given four 3-hour tests covering diverse aspects of the field of specialization. The faculty grades the exam collectively. The possible grade on the exam is "High Pass," "Pass," "Low Pass," and "Fail" for each section. A grade of "Pass with Distinction" will be reported to the Office of Graduate Studies when all faculty members rate all sections of the exams as "High Pass." In order to pass the comprehensive examination, all four sections must be passed. If at least two sections of the exam are passed, the candidate will only be required to re-take the failed portions. If fewer than two sections of the exam are passed in one session, the student is required to re-take all sections of the exam. Sample questions of previous exams are on file in the Graduate Advisor's office. The questions may be copied, but the originals may not be removed from the office.

In order to be qualified to take the M.A. comprehensive examination a student **must** be registered for at least one credit hour at the graduate level during the semester in which the exam is taken, not be academic probation, and have an approved Program of Studies form on file at the Office of Graduate Studies by the beginning of the semester **before** the examination is taken.

The M.A. comprehensive examination is given once each semester normally on the Thursday and Friday of the mid-semester break. There are no examinations given during the summer. If a candidate fails one or more portions of the exam, the student must wait until the next regularly scheduled examination period. Under no circumstances will make-up exams be given outside the normal schedule, nor will take-home exams, papers, or other substitutes for the written exams be

permitted. There will be no exceptions to this policy and students are urged to make all personal and professional plans accordingly.

The first time that a candidate takes the M.A. examination, **all** portions must be taken. Only a single re-take will be allowed for a total of two attempts. Failure to pass the examinations after two tries leads to dismissal from the graduate program.

The M.A. examination is given as a written test administered under supervision. Students will take the exams on the computers in the Language Learning Center. Candidates should familiarize themselves with the word-processing software available on the computers. Students are encouraged to take the necessary precautions against disk failures and other technical mishaps.

Candidates will be informed of the results of the M.A. comprehensive examination no later than two weeks of the date of the examination and will be provided with a composite of the comments made by individual faculty readers.

Cheating on Assessments, and Exams

All work that is graded is to be completed individually by students without assistance from any other person. Failure to complete graded work individually is cheating. Students who enable others to cheat by providing assistance or by failing to adequately protect their own work from copying and unauthorized access are also guilty of cheating.

Violation of Acceptable Computer Use Policies

As part of this exam, you will be provided with access to computer hardware and networks, and software. Violations of the UNM acceptable computer use policy that involve course-related computing, network, and software resources are considered violations of the academic dishonesty policy for this exam.

Penalties

The penalties for academic dishonesty include all of the following:

- Immediate administrative withdrawal from the course
- Course grade of WF or F
- Referral to the Dean of Students

Lesser penalties may be imposed at the instructor's discretion. Appropriate penalties will be retroactively imposed when academic dishonesty is discovered after a grade has been assigned.

Subject Areas of M.A. Exams

Hispanic Literature: The exams consist of four 3-hour questions, two covering Peninsular literature and two covering Spanish American literature. Of the Peninsular questions, one will generally cover medieval and/or Renaissance/Baroque literature, while the other question will generally cover 18th-, 19th-, and/or 20th-century literature. Questions which overlap these time periods may be given from time to time. The two Spanish American literature questions will be chosen from a combination of colonial, 19th-century and 20th-century works from the reading list. Questions which overlap these time periods may be given from time to time.

Hispanic Linguistics: The exams consist of four 3-hour questions from the following four areas: (1) language variation and change; (2) phonology; (3) morphosyntax; (4) language acquisition and teaching. Students are encouraged to consult with the professors of Hispanic Linguistics courses that they have taken in order to review which courses and course syllabi (and readings therein) fit with the comprehensive exam questions.

Hispanic Southwest Studies: The exams consist of four 3-hour questions in each of the following areas: (1) Cultura Popular/Folklore; (2) Literatura y Estudios Culturales I; (3) Sociolinguistics/Southwest Spanish; (4) Literatura y Estudios Culturales II. Questions which overlap these areas may be given from time to time.

Portuguese Studies:

The exams consist of four 3-hour questions on Brazilian literature and culture: (Question 1) The colonial period, 18th–19th Centuries, (Questions 2 & 3) Literature of the 20th and 21st Centuries, and (Question 4) Cinema of the 20th and 21st Centuries. Questions which overlap these areas may be given from time to time.

Evaluation Criteria

The MA comprehensive examination is evaluated according to the following guidelines:

HIGH PASS: This exam overall exceeds expectations for this level of graduate studies. The answers receiving this designation:

- thoroughly answer all parts of the question asked
- present the ideas in a well organized essay
- express sophisticated ideas in highly articulate language
- demonstrate comprehensive mastery of the subject being examined
- demonstrate a comprehensive understanding of the MA reading list and, when relevant to the question asked, demonstrate a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written.

PASS: This exam overall fully meets expectations for this level of graduate studies. The answers receiving this designation:

- address all parts of the question asked
- present the ideas in an organized essay
- express ideas in articulate language
- demonstrate comprehensive knowledge of the subject being examined
- demonstrate a full understanding of the MA reading list and, when relevant to the question asked, demonstrates a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical and/or cultural context in which they were written
- may have some extraneous or erroneous material, which does not detract from the overall quality of the essay

LOW PASS: This exam overall meets expectations for this level of graduate studies. The answers receiving this designation:

- address the main point of the question asked
- demonstrate knowledge of the subject being examined
- demonstrate an understanding of the MA reading list and, when relevant to the question asked, demonstrate an understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may have extraneous or erroneous material that detracts from the overall quality of the essay

FAIL: This exam overall fails to meet the expectations for this level of graduate studies. The answers receiving the designation do one or more of the following:

- fail to answer all parts of the question asked
- fail to demonstrate adequate knowledge of the subject being examined
- fail to demonstrate an adequate understanding of the MA reading list and, when relevant to the question asked, fail to demonstrate how the readings relate to one another or how the readings relate to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may consist primarily of summaries of the readings

M.A. Reading List: Hispanic Literature (2022-2023)

Peninsular Literature

1. *El Cantar de Mío Cid*
2. Don Juan Manuel, *El Conde Lucanor*, Prólogo and 4 stories:
 - (V) “Un raposo con un Cuervo que tenía un pedazo de queso en el pico”
 - (XI) “Un Deán de Santiago con D. Yllán, el gran maestro de Toledo”
 - (XXIX) “Un raposo que se echó en la calle et se hizo muerto”
 - (XXXV) “Un mancebo que casó con una mujer muy fuerte et muy Brava”
3. Jorge Manrique, “Coplas por la muerte de su padre”
4. Fernando de Rojas, *La Celestina*
5. *Romancero viejo* (Ed. Mercedes Díaz Roig, Cátedra): “Abenámar, Abenámar”; “Yo me era mora Moraima”; “De Francia partió la niña”; “Los vientos eran contrarios”; “Las huestes de don Rodrigo”; “Mira Nero de Tarpeya”; “Quién hubiese tal ventura”
6. Anónimo, *Lazarillo de Tormes*
7. Anónimo, *El Abencerraje y la hermosa Xarifa*
8. Miguel de Cervantes, *Don Quijote*; y *Las novelas ejemplares*
9. María de Zayas, *Desengaños amorosos*
10. Lope de Vega, *Arte nuevo de hacer comedias en este tiempo*; *Fuenteovejuna*; *El perro del hortelano*
11. Ana Caro, *Valor, agravio y mujer*
12. Tirso de Molina, *El burlador de Sevilla*
13. Pedro Calderón de la Barca, *El médico de su honra*; *La vida es sueño*
14. Poesía del renacimiento y barroco:
 - Garcilaso de la Vega, sonetos: 1, 10, 23, 29, Canción V (Oda ad florem gnidi), égloga 3
 - San Juan de la Cruz, “En una noche oscura,” “Llama de amor viva,” “Vivo sin vivir en mí”
 - Luis de Góngora, sonetos 53, 69, 103, 109, 165, 166, y “Fábula de Polifemo y Galatea”
 - Lope de Vega, Rimas humanas: 1, 14, 71, 78, 191; Rimas sacras: 1; “Soneto de repente.”
 - Francisco de Quevedo, poemas: 2, 3, 29, 336, 337, 464, 522

[Todos los poemas se encuentran en *Renaissance and Baroque Poetry of Spain*, ed. Elías Rivers, Waveland Press, 1988. Para los poemas que no tienen título, se da el número con el que generalmente se identifican.]

15. Gustavo Adolfo Bécquer, *Rimas*
16. Benito Pérez Galdós, *Doña Perfecta*
17. Miguel de Unamuno, *Niebla*
18. Ramón del Valle-Inclán, *Luces de bohemia*
19. Poesía del siglo XX:
 - Antonio Machado. “El limonero lánguido suspende...”; “Yo voy soñando caminos...”; “Hacia un ocaso ardiente...”; “Anoche cuando dormía...”; “A orillas del Duero”; “El mañana efímero”
 - Juan Ramón Jiménez. “El viaje definitivo”; “Tarde última y serena”; “¡Intelijencia, dame...”; “Vino, primero pura,...”; “La obra (Día tras día mi ala...)”; “¡No estás en ti, belleza innumera,...”; “Cenit”
 - Vicente Aleixandre: “El vals”; “Se querían”
 - Federico García Lorca: “Arbolé, arbolé”; “Prendimiento de Antoñito el Camborio”; “Romance sonámbulo”; “Grito hacia Roma”
 - Jorge Guillén: “Perfección”; “Los jardines”; “Las doce en el reloj”
 - Ángel González: “Para que yo me llame Ángel González,” “Ciudad cero”
 - Gloria Fuertes: “¡Hago versos, Señores!”; “Yo, en un monte de olivos”; “El fetito feo”
 - Ana Rosetti. “Chico Wrangler”; “Festividad del dulcísimo nombre.”; “Sálvame”
20. Federico García Lorca, *Bodas de sangre*
21. Camilo José Cela, *La familia de Pascual Duarte*
22. Carmen Laforet, *Nada*
23. Mercé Rodoreda, *La plaza del Diamante*
24. Juan Marsé, *Últimas tardes con Teresa*
25. Carmen Martín Gaité, *El cuarto de atrás*
26. Javier Marías, *Corazón tan blanco*
27. Javier Cercas, *Soldados de Salamina*

Spanish American Literature

Literatura Colonial

- 1) Cristóbal Colón (Spain/Caribbean), "Carta a Luis de Santángel," 1493
- 2) Álgvar Núñez Cabeza de Vaca, *Naufragios*, 1542
- 3) Bartolomé de las Casas (Spain/New Spain), *Brevísima relación de la destrucción de las Indias*, 1552
- 4) Bernal Díaz del Castillo (Spain/New Spain/Guatemala), *Historia verdadera de la conquista de la Nueva España*, 1568, Capítulos 27-58, 82-90, 125-128, 207, 211
- 5) Inca Garcilaso de la Vega (Peru/Spain), *Los comentarios reales*, 1609, Proemio; Libro primero, caps. I-IX, XIV-XV, XXIV-XXV; Libro segundo, caps. I-II, VII, XIII, XXI, XXV-XXVII; Libro tercero, cap. XIII; Libro cuarto, cap. I-III, IX; Libro quinto, cap. XII; Libro sexto, caps. VII-IX, XXIX; Libro séptimo, caps. IV, VIII-IX; Libro nono, cap. XXXI)
- 6) Felipe Guaman Poma de Ayala. *Primer nueva corónica y buen gobierno*. Ed. Franklin Pease. Caracas: Biblioteca Ayacucho, 1980. Folios (paginación del manuscrito) 0-13; 48-78; 81; 370-437; 446-450; 470-71; 561-73; 752-55; 923-1002; 1088-91.
- 7) McKnight, Kathryn J, and Leo Garofalo. *Afro-latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*. Indianapolis: Hackett, 2009.
- 8) Sor Juana Inés de la Cruz (New Spain), *The Answer / La respuesta* (1691). Expanded edition. Ed. and Trans. Electa Arenal and Amanda Powell. New York: Feminist Press, 2009. [Including poetry]

Siglo XIX

- 9) José Joaquín Fernández de Lizardi (México), *El Periquillo Sarniento*, 1816: Prólogo, Parte primera I-XIV, Parte segunda, III-VII, Parte tercera III-VII y XV-XVI
- 10) Andrés Bello (Venezuela/Chile), "A la agricultura de la zona tórrida," 1826; Prólogo de *Gramática de la Lengua Castellana*, 1847; "Autonomía cultural de América," 1848
- 11) Juan Francisco Manzano, *Autobiografía de un esclavo* (Cuba), 1840
- 12) Cirilo Villaverde (Cuba), *Cecilia Valdés* (1839/1882)
- 13) Jorge Isaacs (Colombia), *María*, 1867
- 14) Ignacio Manuel Altamirano (México), *El Zarco*, 1888
- 15) Clorinda Matto de Turner (Perú), *Aves sin nido*, 1889
- 16) José Martí (Cuba), "Nuestra América," 1891; "Amor de ciudad grande" (de *Versos Libres y la crónica*); "Coney Island"
- 17) Rubén Darío (Nicaragua), Rubén Darío, "El pájaro azul" y "La muerte de la emperatriz de la China" (de *Azul*, 1888); "Sonatina", "El cisne", "Era un aire suave" (de *Prosas profanas*, 1896); "A Roosevelt" y "Walt Whitman" (de *Cantos de vida y esperanza*, 1905)

Siglo XX

- 18) Delmira Agustini (Uruguay), "La musa," "El cisne," "Nocturno"
- 19) Alfonsina Storni (Argentina), "Tú me quieres blanca," (de *El dulce daño*, 1918); "Hombre pequeñito" (*Irremediabilmente*, 1919); "Epitafio para mi tumba"
- 20) Mariano Azuela (México), *Los de abajo*, 1916
- 21) Horacio Quiroga (Uruguay), "El almohadón de plumas" (de *Cuentos de amor, de locura, de muerte*, 1917)

- 22) Julia de Burgos (Puerto Rico), "A Julia de Burgos," "Adiós en Welfare Island," "Ay ay ay de la grifa negra," "Yo misma fui mi ruta" (de *Poema en veinte surcos*, 1938)
- 23) César Vallejo (Perú), "Los heraldos negros", "Ágape", poema "XXVII" (de *Trilce*), "Voy a hablar de la esperanza" y "Masa"
- 24) Vicente Huidobro (Chile), "Arte poética" (de *El espejo de agua*, 1916); *Altazor*, 1931
- 25) Pablo Neruda (Chile), "Poema 20" (de *Veinte poemas de amor y una canción desesperada*, 1923); "Walking around," (de *Residencia en la tierra*, 1933-35); "Alturas de Macchu Picchu," "La United Fruit Co." y "La tierra se llama Juan" (de *Canto general*, 1950)
- 26) José Eustasio Rivera (Colombia), *La vorágine*, 1924
- 27) José Vasconcelos (México), "Mestizaje" I, II, III (de *La raza cósmica*, 1925)
- 28) José Carlos Mariátegui (Perú), "El problema del indio" y "El problema de la tierra" (de *Siete ensayos de interpretación de la realidad peruana*, 1928)
- 29) Rómulo Gallegos (Venezuela), *Doña Bárbara*, 1929
- 30) Nicolás Guillén (Cuba), "Balada de los dos abuelos," (de *West Indies, Ltd.*, 1934); "El apellido" y "La muralla"
- 31) María Luisa Bombal (Chile), "El árbol," 1939
- 32) Jorge Luis Borges (Argentina), "Pierre Menard, autor del Quijote," "El sur" y "El etnógrafo" (de *Ficciones*, 1944)
- 33) Miguel Angel Asturias (Guatemala), *Hombres de maíz*, 1949 –o- *El Señor Presidente*, 1946
- 34) Octavio Paz (México), "Los hijos de la Malinche" y "El pachuco y otros extremos" (*El laberinto de la soledad*, 1950)
- 35) Alejo Carpentier (Cuba), *Los pasos perdidos*, 1953
- 36) Augusto Monterroso (Guatemala), "Míster Taylor" (de *Obras completas y otros cuentos*, 1959)
- 37) Rosario Castellanos (México), *Balún-Canán*, 1957; "Lección de cocina" (de *Album de familia*, 1971); "Kinsey Report" (de *Poesía no eres tú*, 1974)
- 38) Juan Rulfo (México), "Nos han dado la tierra," (de *El llano en llamas*, 1953); *Pedro Páramo*, 1955
- 39) José María Arguedas (Perú), *Los ríos profundos*, 1958
- 40) Julio Cortázar (Argentina), "La noche boca arriba," "Continuidad de los parques" (de *Final del juego*, 1956)
- 41) Elena Garro (México), "La culpa es de los tlaxcaltecas," 1964
- 42) Carlos Fuentes (México), "Chac Mool" (de *Los días enmascarados*, 1954); *La muerte de Artemio Cruz*, 1967
- 43) Gabriel García Márquez (Colombia), *Cien años de soledad*, 1967
- 44) Mario Vargas Llosa (Perú), *La casa verde*, 1966
- 45) Francisco Arriví (Puerto Rico), *Vejigantes*, 1973
- 46) Nancy Morejón (Cuba), "Mujer negra", "Amo a mi amo" y "Negro"
- 47) Manuel Puig (Argentina), *El beso de la mujer araña*, 1976
- 48) Rosario Ferré (Puerto Rico), "La muñeca menor" (de *Papeles de Pandora*, 1976)
- 49) Olga Nolla (Puerto Rico), "Para quién tañen a fiesta las campanas"
- 50) Ángelamaría Dávila (Puerto Rico), "Ante tanta visión" y "Déjenme sola"
- 51) Luisa Valenzuela (Argentina), "Los censores" (de *Donde viven las águilas*, 1983)
- 52) Rigoberta Menchú (Guatemala), *Me llamo Rigoberta Menchú y así me nació la conciencia*, 1983: caps. 1-3, 14, 17, 31-34
- 53) Ángeles Mastretta (México), *Arráncame la vida*, 1985

- 54) Luis Humberto Crosthwaite (México), *La luna siempre será un amor difícil*, 1994
55) Rosario Sanmiguel (México), *Bajo el puente: relatos de la frontera*, 2008

Reference Materials for M.A. Exam Preparation

The following general list of works is offered as a reference for students to guide preparation. (not to be included on Spanish M.A. exams).

Historiography and Literary Historiography: Peninsular

Alborg, Juan Luis. *Historia de la literatura española* (3 volumes)

Del Río, Ángel. *Historia de la literatura española*

Literary History of Spain. Ed. Ariel. (8 vols.: Deyermond, A. *La Edad Media*.; Jones, R.O. *Siglo de oro*, etc.)

Rico, Francisco, ed. *Historia y crítica de la literatura española* (8 volumes)

Historiography and Literary Historiography: Spanish America

Adorno, Rolena. *Colonial Latin American Literature: A Very Short Introduction*

González, Echevarría R, and Enrique Pupo-Walker, ed. *The Cambridge History of Latin American Literature*. (3 Vols.)

Restall, Matthew, and Kris E. Lane. *Latin America in Colonial Times*.

Sommer, Doris. *Foundational Fictions. The National Romances of Latin America*.

M.A. Reading List: Hispanic Linguistics (2022–2023)

In preparing for the comprehensive exams, students should review all readings and lecture notes from relevant courses and should be familiar with the material on this reading list. **The following list is subject to change. Students should make sure they have the most recent list upon beginning their MA studies.**

Students should also be familiar with the material in:

Company Company, Concepción (ed.). 2006. *Sintaxis histórica de la lengua española. Primera parte: La frase verbal*. México: Fondo de Cultura Económica y Universidad Nacional Autónoma de México.

Sound Patterns of Spanish

Guidelines for choosing readings: Please consult with faculty and most recent syllabus for SPAN 545 (File-Muriel). Additionally students should familiarize themselves with the most commonly discussed phonological processes and have a good understanding of how sound patterns are described in at least one of the following two introductory textbooks:

Hualde, Ignacio. 2005. "The sounds of Spanish." Cambridge.

-or-

Schwegler, Armin et al. 2010. "Fonética y fonología españolas." Wiley.

Students should be familiar with usage-based phonological theory and the problems inherent in phonemic representation (6 of the following):

Bybee, Joan. (2002). "La difusión léxica y el modelo de ejemplares." Unpublished manuscript Universidad de Nuevo México.

Bybee, Joan. (2010). *Language, Usage, and Cognition*. Cambridge: Cambridge University Press. Chapters 1-3.

Bybee, Joan. (2017). "Grammatical and lexical factors in sound change: A usage-based approach." *Language Variation and Change* (29)273-300.

File-Muriel, Richard and Samuel Turiciano. (2013). "The storage of indexical information across segmental length utterances." *Revista Interacción* (11)13-19.

Johnson, Keith. (2004). "Massive reduction in conversational American English." *Spontaneous Speech: Data and Analysis*. Proceedings of the 1st Session of the 10th International Symposium, ed. by K. Yoneyama & K. Maekawa, 29-54. Tokyo, Japan: The National International Institute for Japanese Language.

Pisoni, David. (1997). Some thoughts on "Normalization" in speech perception. In Johnson and Mullennix.

Port, Robert F. (2010). Language as a social institution: Why phonemes and words do not live in the brain. *Ecological Psychology* (22)304-26.

Vitevitch, Michael S. and Eva Rodríguez. (2008). Neighborhood density effects in spoken word recognition in Spanish." 3(1)64-73.

On categories, gradiency, and segmental variation

Balukas, Colleen and Christian Koops. (2014). "Spanish-English bilingual voice onset time in spontaneous code-switching." *International Journal of Bilingualism* (19)4:423-443.

- Brown, Earl K and Matthew C. Alba. 2017. The role of contextual frequency in the articulation of initial /f/ in Modern Spanish: The same effect as in the reduction of Latin /f/? . *Language variation and change* (29)57-78.
- File-Muriel, Richard J. & Brown, Earl (2011). "The gradient nature of s-lenition in Caleño Spanish." *Language Variation and Change* 23(2): 223-243.
- Melero Garcia, Fernando. "Análisis acústico de la vibrante múltiple en el español de Valencia (España)." *Studies in Hispanic and Lusophone Linguistics* 8(1):183–206.
- Michnowicz, Jim & Carpenter, Lindsey. 2013. "Voiceless stop aspiration in Yucatan Spanish: a sociolinguistic analysis". *Spanish in Context* 10:3. 410-437.

Lexeme-specific reduction

- Bybee, Joan, Richard J. File-Muriel, and Ricardo de Souza. (2016). "Special reduction: a usage-based approach." *Language and Cognition*, available on CJO2016. doi:10.1017/langcog.2016.19.
- Díaz-Campos, Manuel, Stephen Fafulas and Michael Gradoville. (2012). Variable Degrees of Constituency: Frequency Effects in the Alternation of *pa* vs. *para* in Spoken Discourse. *Selected Proceedings of the 14th Hispanic Linguistics Symposium*, ed. Kimberly Geeslin and Manuel Díaz-Campos, 75-87. Somerville, MA: Cascadilla Proceedings Project.
- Huback, Ana Paula. (2012). Chunking and the Reduction of the Preposition *para* 'to, for' in Brazilian Portuguese. *Studies in Hispanic and Lusophone Linguistics* (5)2:1-19.

Morphosyntax

Guidelines for choosing readings: Please consult with Faculty and syllabi from most recent Spanish morphosyntax courses for approval.

1. Bybee, J. 1999. Los modelos de redes en morfología. *Actas del XI congreso internacional de la Asociación Lingüística y Filología de América Latina*. Universidad de Las Palmas de Gran Canaria. 59-74.
2. Bybee, J. 2007. Introduction (Chapter 1). In Bybee, Joan. (ed) *Frequency of Use and the Organization of Language*, pp. 5-22. Oxford: Oxford University Press.
3. Bybee, J. and D. Eddington. 2006. A usage-based approach to Spanish Verbs of 'Becoming'. *Language* 82.2, 323-355.
4. Bybee, J. & S. Thompson. 2007. Three frequency effects in syntax. In Bybee, Joan. (ed) *Frequency of Use and the Organization of Language*, pp. 269-278. Oxford: Oxford University Press.
5. Clements, J. C. 2006. Primary and Secondary Object Marking in Spanish. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 115–133). New York: Palgrave Macmillan.
6. Clements, J. C. 2006. Transitivity and Spanish Non-Anaphoric *se*. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 236–264). New York: Palgrave Macmillan.
7. Dumont, J., and D. V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context*. 13(3).394-419.
8. File-Muriel, R. J. 2006. Spanish adjective position: Differences between written and spoken discourse. In *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse, and Transitivity*. Edited by J. C. Clements and J. Yoon. Palgrave-Macmillan, pp. 203–18.
9. Kanwit, M. & V. Terán 2020. Ideas Buenas o Buenas Ideas: Phonological, Semantic, and Frequency Effects on Variable Adjective Ordering in Rioplatense Spanish. *Languages* 2020, 5, 65.
10. Hopper, P. J., & Thompson, S. A. 2001. Transitivity, clause structure, and argument structure: evidence from conversation. *Frequency and the emergence of linguistic structure* (Vol. 45). John Benjamins Publishing.
11. López Meirama, B. 2006. Semantic and Discourse-Pragmatic Factors in Spanish Word Order. In J. C. Clements & J. Yoon (Eds.), *Functional Approaches to Spanish Syntax: Lexical Semantics, Discourse and Transitivity* (pp. 7–52). New York: Palgrave Macmillan.
12. Pulido, M. 2021. Remapping variable subject position in Spanish intransitives. A proposal for functionally defined categories in motion verbs. *Spanish in Context*.
13. Requena, P. 2020. A usage-based perspective on Spanish variable clitic placement. *Languages* 2020, 5(3), 33.

14. Rivas, J. 2008. La posición del sujeto en las construcciones monoactanciales del español: Una aproximación funcional. *Hispania* 91(4), 897-912.
15. Schewnter, S. 1999. Evidentiality in Spanish Morphosyntax: A Reanalysis of (de)queísmo. In: José Serrano, M (Ed). *Estudios de la variación sintáctica*. Vervuert/Iberoamericana/Madrid:65-87.
16. Schwenner, S. 2006. Null objects across South America. In T. Face & C. A. Klee (Eds.), *Selected Proceedings of the 8th Hispanic Linguistics Symposium* (pp. 23–36). Cascadilla Proceedings Project.
17. Schwenner, S. & M. Hoff. 2021. Variable constraints on *se lo(s)* in Mexican Spanish. In M. Díaz-Campos & S. Sessarego (Eds.), *Aspects of Latin American Dialectology. In honor of Terrell A. Morgan*, 47-68. John Benjamins.
18. Schwenner, S & R. Torres Cacoullos. (2014). Competing constraints on the variable placement of direct object clitics in Mexico City Spanish. *Revista Española de Lingüística Aplicada* 27(2): 514–536.
19. Shin, N., L. Hinojosa-Cantú, B. Shaffer & J.P. Morford. 2020. Demonstratives as indicators of interactional focus: Spatial and social dimensions of Spanish *este/esta* and *ese/esa*. *Cognitive Linguistics* 31(3): 485-514.
20. Wilson, D. V. & J. Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* ‘do’ with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community ", Rena Torres Cacoullos and Catherine E. Travis (eds.). 19. 444-458.
21. Shin, N. & R. Vallejos. Demonstrativos y posesivos. To appear in G. Rojo, V. Vázquez Rozas, & R. Torres-Cacoullos (Eds.), *Routledge Handbook of Sintaxis del español / The Routledge Handbook of Spanish Syntax*.
22. Travis, C., & Torres Cacoullos, R. 2021. Categories and frequency: Cognitive verbs in Spanish subject expression. *Languages* 6, 126.
23. Vallejos, R. 2018. Functional-typological approaches to Hispanic linguistics. In Kimberly L. Geeslin (Ed.), *The Cambridge Handbook of Spanish Linguistics* (pp. 72-94). Cambridge University Press.
24. Vallejos, R., E. Fernández-Lizárraga, & H. Patterson. 2020. The role of information structure in the instantiation of objects: Evidence from Amazonian Spanish. *Studies in Hispanic and Lusophone Linguistics* 13(1), 219-245.

Language Variation

Guidelines for choosing readings: Please consult with Faculty and syllabi from related courses for approval (File-Muriel, Shin, Vergara Wilson).

Books on Spanish variation and change (Choose at least one)

1. Bills, Garland D. and Neddy A. Vigil. 2008. *The Spanish Language of New Mexico and Southern Colorado: A Linguistic Atlas*. Albuquerque, NM: University of New Mexico Press.
2. Díaz-Campos, Manuel. 2014. *Introducción a la sociolingüística hispánica*. Wiley.
3. Silva-Corvalán, Carmen. 1994. *Language Contact and Change: Spanish in Los Angeles*. Oxford University Press.
4. Silva-Corvalán, Carmen & Enrique Arias. 2017. *Sociolingüística y pragmática del español*. Washington DC: Georgetown University Press.

Articles/Chapters on Spanish variation and change

1. Various chapters in Díaz-Campos, Manuel (ed.). 2011. *The handbook of Hispanic Sociolinguistics*. Wiley-Blackwell, including:
 - a. Lipski, John. 2011. Socio-phonological variation in Latin American Spanish.
 - b. Schwenner, Scott. 2011. Variationist approaches to Spanish morphosyntax: Internal and external factors.
2. Brown, Earl K and Matthew C. Alba. 2017. The role of contextual frequency in the articulation of initial /f/ in Modern Spanish: The same effect as in the reduction of Latin /f/? *Language variation and change* (29)57-78.
3. File-Muriel, Richard and Earl K. Brown. 2011. The gradient nature of s-lenition in Caleño

- Spanish. *Language variation and change* (23) 223-243.
4. Rissel, Dorothy 1989. Sex, attitudes, and the assimilation of /r/ among young people in San Luis, Potosí, Mexico. *Language Variation and Change* 1(3): 269-283.
 5. Various chapters in Mendoza-Denton, Norma. 2008. *Language and Cultural Practice among Latina Youth Gangs*. Blackwell Publishing.

Language maintenance & shift

1. Bills, Garland D., Alan Hudson, & Eduardo Hernández Chávez. 2000. Spanish home language use and English proficiency as differential measures of language maintenance and shift. *Southwest Journal of Linguistics* 19(1). 11-27.
2. Jenkins, Devin. 2013. El suroeste creciente: Un breve análisis sociodemográfico de la población hispanohablante de los Estados Unidos. In *El español en los Estados Unidos: E Pluribus Unum? Enfoques Multidisciplinarios*, Domnita Dumitrescu and Gerardo Piña-Rosales, editors. Madrid/New York: Academia Norteamericana de la Lengua Española. 31-45.
6. Jenkins, Devin. 2009. The cost of linguistic loyalty: Socioeconomic factors in the face of shifting demographic trends among Spanish speakers in the Southwest. *Spanish in Context* 6 (1), 7-25.
7. Rivera-Mills, Susana. 2012. Spanish heritage language maintenance: Its legacy and its future. In Sara Beaudrie & Marta Fairclough (eds.), *Spanish as a heritage language in the US: The state of the science*, 26-64. Georgetown University Press.

Variation in the language contact context

1. Aaron, Jessi. 2015. Lone English-origin nouns in Spanish: The precedence of community norms. *International Journal of Bilingualism* 19(4), 459-480
2. Klee, Carol & Andrew Lynch. 2009. *El español en contacto con otras lenguas*. Washington DC: Georgetown University Press. (Selected chapters).
3. Otheguy, Ricardo, Ana Celia Zentella, & David Livert. 2007. Language and dialect contact in Spanish in New York: Towards the formation of a speech community. *Language* 83:770-802.
4. Poplack, Shana. 2000 [1980]. Sometimes I'll start a sentence in Spanish *y termino en español*: Toward a typology of code-switching. In Li Wei (ed.), *The bilingualism reader*, 221-256. London / New York: Routledge.
5. Shin, Naomi L. 2014. Grammatical complexification in Spanish in New York: 3sg pronoun expression and verbal ambiguity. *Language Variation and Change* 26(3):303-330.
6. Torres Cacoullos, Rena and Catherine E. Travis. 2011. Testing convergence via code-switching: priming and the structure of variable subject expression. *International Journal of Bilingualism* (15(3), 241-267.
7. Vallejos, Rosa. 2014. Peruvian Amazonian Spanish: Uncovering variation and deconstructing stereotypes. *Spanish in Context* 11.3: 425-453.
8. Wilson, Damián Vergara & Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* 'do' with a bare English infinitive. *International Journal of Linguistics* 19(4), 444-458.

Language Acquisition and Teaching

Guidelines for choosing readings: Please consult with Faculty and syllabi from acquisition related courses for approval (Rodríguez González, Shin and Vergara Wilson).

1. Language acquisition theory

A. General:

1. Ellis, Rod. 2002. *Second language acquisition*. New York: Oxford University Press.
2. Gass, Sue and Selinker, Larry. 2008. *Second Language Acquisition: An introductory course*. New York: Routledge.
3. Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder. (Chapters 1, 5 and 6).

B. Acquisition theory with a focus on Spanish:

Books

1. SLA: Geeslin, Kimberly (ed.), *The handbook of Spanish Second Language Acquisition*. Wiley Blackwell.
2. SLA: Lafford, Barbara A. and Rafael Salaberry. 2003. *Spanish Second Language Acquisition: State of the science*. Washington DC: Georgetown University Press.
3. Bilingual children: Silva-Corvalán, Carmen. 2014. *Bilingual language acquisition: Spanish and English in the first six years*. Cambridge: CUP.

C. Articles

C1. *First language acquisition articles*

• *Monolingual*

1. Eisenclas, S. (2003). Clitics in child Spanish. *First Language* 23(2), pp. 193–211.
2. Aguado-Orea, J. & J. Pine. (2015). Comparing different models of the development of verb inflection in early Child Spanish. *PLoS ONE*, 10(3): e0119613.

• *Bilingual*

1. Gathercole, Virginia. 2007. Miami and North Wales, So Far and Yet So Near: A Constructivist Account of Morphosyntactic Development in Bilingual Children. *International Journal of Bilingual Education and Bilingualism* 10:3, 224-247.
2. Shin, Naomi L. 2018. Child heritage speakers' Spanish morphosyntax: Rate of acquisition and crosslinguistic influence. In Kim Potowski (ed.), *Handbook of Spanish as a minority/heritage language*. Routledge. (Also see references therein).

C2. SLA articles:

1. Collentine, J. 1995. The development of complex syntax and mood-selection abilities by intermediate-level learners of Spanish. *Hispania* 78: 122-135.
2. DeKeyser, R. 1997. Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition*, 19, 195-221.
3. Geeslin, K. 2003. A comparison of copula choice in advanced and native Spanish. *Language Learning*, 53 (4), 703-764.
4. Sparks, R. L., Patton, J., Ganschow, L., & Humbach, N. (2011). Subcomponents of second-language aptitude and second-language proficiency. *Modern Language Journal*, 95, 253–273.

2. Language Teaching/Education

A. Heritage language education

1. Carreira, María. 2004. Seeking Explanatory Adequacy: A Dual Approach to Understanding the Term Heritage Language Learner. *Heritage Language Journal* 2(1). 1-25.
2. Roca, Ana and M. Cecilia Colombi (eds). 2003. *Mi lengua: Spanish as a heritage language in the United States*. Washington DC: Georgetown University Press.
3. Beaudrie, Sara M. & Marta Fairclough (eds.). 2012. *Spanish as a Heritage Language in the United States: The State of the Field*. Washington, DC: Georgetown University Press.
4. Fairclough, Marta & Sara M. Beaudrie (eds.). 2016. *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*. Washington, D.C.: Georgetown University Press.
5. Wilson, Damián V. & Carlos E Ibarra. 2015. Understanding the inheritors: The perception of beginning-level students toward their Spanish as a Heritage Language program. *EuroAmerican Journal of Applied Linguistics and Languages* 2(2). 85–101.

B. Second/foreign language education

1. Brandl, 2008. K. 2008. *Communicative Language Teaching in Action: Putting Principles to Work*. New Jersey: Pearson Prentice Hall.
2. Hadley, A.O. 2001. *Teaching language in context: Proficiency-oriented instruction* (3rd ed.). Boston, MA: Heinle & Heinle Publishers.
3. Lee, James, and Bill VanPatten. 2003. *Making communicative language teaching happen*. Boston: McGraw Hill.
4. Salaberry, R. and Lafford, B.A. 2006. *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*. Washington, D.C: Georgetown University Press.

MA Courses: Hispanic linguistics

Note: Students who have not taken an introductory linguistics course are urged to take SPAN 351 'Introducción a la lingüística hispánica' (or equivalent) during their first semester of MA studies, and all students are urged to take LING 522 'Grammatical Analysis' (or equivalent) during their first year.

1. Language Variation and Change

SPAN 546 Seminar in Hispanic Sociolinguistics
SPAN 547 Seminar in Southwest Spanish

Electives:

LING 531 Language in Society
LING 533 Sociolinguistic Variation
LING 534 Language and Gender
LING 539 Seminar in Sociolinguistics
LING 546 Introduction to Language Change
LING 548 Grammaticization

2. Sound Patterns of Spanish.

SPAN 545 Spanish Phonology
OR:
LING 503/SPAN 549 Usage-based phonology

Electives:

LING 502 Current Approaches to Phonology
LING 504 Phonological Analysis

3. Morphosyntax

SPAN 549 Seminar in the Language of Spain or Spanish America
SPAN 549 Spanish morphosyntax
LING 512 Morphosyntax

Electives:

LING 522 Grammatical Analysis
LING 523 Functional Syntactic Theories

4. Language Acquisition and Teaching

SPAN 541 Research and Methods for Teaching of Spanish

Electives:

SPAN 549 Topics course: SLA/Heritage Language Research
SPAN 549 Topics course: Childhood Bilingualism
LING 560 Child Language
LING 567 Psychology of Language
LING 568 Seminar in Psycholinguistics

M.A. Reading List: Hispanic Southwest Studies (2022-2023)

The following is a basic, minimal reading list for Hispanic Southwest (Chicano) Studies. In preparing for the M.A. exams, in addition to reviewing their readings and lecture notes from relevant courses, students should have read all of the material on this reading list. Many authors not mentioned individually on this list are in the anthologies. Items bearing an asterisk can be obtained from the Graduate Administrative Assistant.

HISTORIA, EPICA Y ENSAYO:

Alvar Núñez Cabeza de Vaca. *Naufragios*.
Gaspar Pérez de Villagrá. *Historia de la Nueva México*.
Rudolfo Acuña. *Occupied America*.
John Chávez. *The Lost Land*.
Gloria Anzaldúa. *La Frontera / The Borderland*.
Guillermo Gómez Peña. *Warrior for Gringostroika -o- New World Border*.

LENGUA Y CULTURA POPULAR:

Charles L. Briggs. *Competence in Performance: The Creativity of Tradition in Mexican Verbal Art*.
Lorin W. Brown, with Charles L. Briggs and Marta Weigle. *Hispano Folklife of New Mexico: The Lorin W. Brown Federal Writers' Project Manuscripts*.
Fabiola Cabeza de Baca Gilbert. *The Good Life*.
Arthur L. Campa. *Hispanic Culture in the Southwest*.
Rubén A. Cobos. *Dictionary of New Mexico and Southern Colorado Spanish*.
Aurelio M. Espinosa and J. Manuel Espinosa, ed. *The Folklore of Spain in the American Southwest: Traditional Spanish Folk Literature in Northern New Mexico and Southern Colorado*.
Cleofas Jaramillo. *Shadows of the Past*.
Enrique R. Lamadrid. *Tesoros del Espíritu: A Portrait in Sound of Hispanic New Mexico*.
*Enrique R. Lamadrid. "Ig/noble Savages of New Mexico's Silent Cinema, 1912-1914." *Spectator* 13, 1 (Fall 1992): 12-23.
Aurora Lucero White Lea. *Literary Folklore of the Hispanic Southwest*.
Marta Weigle and Peter White. *The Lore of New Mexico* (Hispanic section).
John O. West, ed. *Mexican American Folklore*.

REFRANERO:

Rubén Cobos, ed. *Southwestern Spanish Proverbs*.

ROMANCERO Y CANCIONERO:

*Aurelio M. Espinosa. "Romancero Nuevomexicano." *Revue Hispanique*, 33 (1915): 446-560.
*Enrique R. Lamadrid. "Del Cielo y la Tierra: Alabados, Oraciones y Reflexiones sobre la Hermandad Piadosa de Nuestro Padre Jesús Nazareno." Taylor Museum, Colorado Springs Fine Arts Center, 1991. [Recording available in the Language Learning Center]

- *Enrique R. Lamadrid. "Las entriegas: Ceremonial Music and Cultural Resistance on the Upper Río Grande: Research Notes and Catalog of the Cipriano Vigil Collection 1985-87." *New Mexico Historical Review* 65, 1 (January 1990): 1-19.
- *Enrique R. Lamadrid. "El Sentimiento Trágico de la Vida": Notes on Regional Style in Nuevo Mexicano Ballads." *Aztlán* 22, 1 (spring 1997): 1-21.
- Américo Paredes. *With His Pistol in his Hand*.
- John D. Robb. *Hispanic Folk Music of New Mexico and the Southwest: A Self Portrait of a People*.
- Smithsonian Institution. *Music of New Mexico: Hispanic Traditions*. Washington, D.C.: Smithsonian / Folkways C-SF 40408, 1992. [Recording available in Language Learning Center]

POESIA POPULAR:

Arthur L. Campa. *Spanish Folk Poetry in New Mexico*.

NARRATIVA POPULAR:

- Charles L. Briggs and Julián Josué Vigil. *Melaquíás Romero's Tale of the Lost Gold Mine: A Legend of the Hispano Southwest*.
- Nasario García. *Abuelitos: Stories of the Río Puerco Valley -o- Comadres: Hispanic Women of the Río Puerco Valley*.
- *Rafaela Castro. "Mexican Women's Sexual Jokes." *Aztlán* 13 (Spring-Fall 1982): 275-294.
- Américo Paredes. *Uncle Remus con Chile*.
- Juan B. Rael. *Cuentos españoles de Colorado y Nuevo México I & II*.
- Diana Rebolledo. *Women's Tales from the New Mexico WPA: La Diabla a Pie*.
- Stanley L. Robe, ed. *Hispanic Legends from New Mexico: Narratives from the R.D. Jameson Collection*.
- Marta Weigle, ed. *Two Guadalupes: Hispanic Legends and Magic Tales from Northern New Mexico*.

TEATRO POPULAR:

- *Anónimo. "Moros y Cristianos." In Aurora Lucero White Lea. *Literary Folklore of the Hispanic Southwest*: 107-112.
- *Arthur L. Campa. "Los Comanches: A New Mexican Folk Drama." *University of New Mexico Bulletin* Whole No. 376, Language Series 7, 1 (April 1942).
- * A. Espinosa and J. M. Espinosa, "Los Tejanos: A New Mexican Spanish Popular Dramatic Composition of the Middle of the Nineteenth Century." *Hispania* 27 (1944): 289-314.
- *Adrian Treviño and Barbara Gilles. "A History of the Matachines Dance." *New Mexico Historical Review* 69 (April 1994):105-125.

ANTOLOGIA CHICANA:

- Antonia Castañeda Shular. *Literatura Chicana: Texto y Contexto*.
- Ray González. *Mirrors Beneath the Earth: Short Fiction by Chicano Writers*.
- Manuel de Jesús Hernández-Gutiérrez and David W. Foster. *Literatura Chicana 1965-1995*.
- Manuel Martín Rodríguez. *La voz urgente: literatura chicana en español*.
- Tey Diana Rebolledo y Eliana Rivero. *Infinite Divisions: An Anthology of Chicana Literature*.

POESIA CHICANA:

Francisco X. Alarcón. *Snake Poems*.

Alurista. *Return: Poems, Collected and New*.

Lorna Dee Cervantes. *Emplumada*.

Angela de Hoyos. *Woman, Woman*.

Rudolfo Gonzales. "Yo Soy Joaquín." In Manuel de Jesús Hernández-Gutiérrez and David W. Foster. *Literatura Chicana 1965-1995*: 207-222.

Pat Mora. *Chants*.

Víctor Manuel Valle. *Calendar of Souls, Wheel of Fire*.

NARRATIVA CHICANA:

Rudolfo Anaya. *Bless Me, Ultima*.

Estevan Arrellano. *Inocencio: Ni pica, ni escarda pero siempre se come el mejor elote*.

Aristeo Brito. *El diablo en Texas*.

Eusebio Chacón. *Tras la tormenta la calma*.

Denise Chávez. *Face of an Angel*.

Denise Chávez. *Loving Pedro Infante*.

Sandra Cisneros. *House on Mango Street -O- Woman Hollering Creek -O- Carmelo*.

Ana Castillo. *The Mixquiahuala Letters*.

Margarita Cota-Cárdenas. *Puppet*.

Margarita Cota-Cárdenas. *Sanctuaries of the heart*.

Erlinda Gonzales-Berry. *Paletitas de Guayaba*.

Rolando Hinojosa. *Generaciones y semblanzas -O- Mi querido Rafa*.

Arturo Islas. *The Rain God*.

Demetria Martínez. *Mother Tongue*.

Miguel Méndez. *Peregrinos de Aztlán -O- Voces de Santa María*

Pat Mora. *House of Houses*.

Pat Mora. *Nepantla*.

Alejandro Morales. *Caras viejas y vino nuevo -O- La verdad sin voz*.

Alejandro Morales. *The Rag Doll Plaques*.

Tomás Rivera. *Y no se lo tragó la tierra*.

Amparo Ruiz Burton. *The Squatter and the Don*.

Sabine Ulibarri. *Mi abuela fumaba puros -O- Tierra Amarilla*.

Daniel Venegas. *Don Chipote, o cuando los pericos mamen*.

María Helena Viramontes. *Under the Feet of Jesus*.

TEATRO CHICANO:

Josephine Mena. *Las nuevas Tamaleras*.

Carlos Morton. *The Many Deaths of Danny Rosales*.

Luis Valdez. *Early Works*.

Cherrie Moraga. *Giving up the Ghost*.

BIOGRAFIA:

Oscar Zeta Acosta. *Autobiography of a Brown Buffalo -O- Revolt of the Cockroach People*.
Jimmy Santiago Baca. *Working in the Dark: Reflections of a Poet in the Barrio*.
Fabiola Cabeza de Baca Gilbert. *We Fed them Cactus*.
Norma Cantú. *Canícula*.
Cherrie Moraga. *Loving in the War Years*.
Luis Rodríguez. *La Vida Loca*.
Richard Rodríguez. *Days of Obligation*.
Richard Rodríguez. *Hunger of Memory*.
Richard Rodríguez. *The Browning of America*.
Rosaura Sánchez, ed. *19th Century Californio Testimonials. Critica: a Journal of Critical Essays*
(Monograph Series), 1994.
Olga Beatriz Torres. *Memorias de mi viaje*.

LITERATURA CHICANESCA:

Jim Sagel. *Tú no más, honey*.

BORDER LITERATURE:

Federico Campbell. *Tijuanenses*.
Rosina Conde. *En la tarima*.
Luis Humberto Crosthwaite. *Instrucciones para cruzar la frontera*.
Eduardo Antonio Parra. *Nostalgia de la sombra*.
Rosario Sanmiguel. *Callejón Sucre y otros relatos*.
David Toscana. *Estación Tula*.

CRITICA:

Norma Alarcón. "Traddutora, Traditora: A Paradigmatic Figure of Chicana Feminism." In Anne McClintock, ed. *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives*: 551-569.
Gloria Anzaldúa. *Haciendo Caras/Making Face*.
Juan Bruce-Novoa. *Chicano Poetry: A Response to Chaos*.
Debra Castillo and María Socorro Tabuenca. *Border Women*.
*Angie Chabrán. "I Throw Punches for my Race..." In Lawrence Grossberg and Paula Treichler, eds. *Cultural Studies*: 81-95.
Néstor García Canclini. *Culturas híbridas: Estrategias para entrar y salir de la modernidad*.
María Herrera Sobek. *Beyond Stereotypes: The Critical Analysis of Chicana Literature*.
Claire Joysmith. *Las formas de nuestras voces: Chicana and Mexicana Writers in Mexico*.
José Limón. *Mexican Ballads, Chicano Poems: History and Influence in Mexican American Social Poetry*.
José Limón. *Dancing with the Devil: Society and Cultural Poetics in Mexican American South Texas*.
Gabriel Meléndez. *So All is not Lost: The Poetics of Print in Nuevomexicano Communities, 1834-1958*.
Genaro Padilla. *My Story, Not Yours: the Formation of Mexican American Biography*.
Rafael Pérez-Torres. *Movements in Chicano Poetry*.
Tey Diana Rebolledo. *Women Singing in the Snow*.

Tey Diana Rebolledo. *The Chronicles of Panchita Villa*.
 Ramón Saldivar. *Chicano Narrative: The Dialectics of Difference*.
 José David Saldivar. *The Rolando Hinojosa Reader: Essays Historical and Critical*.
 José David Saldivar and Héctor Calderón. *Criticism in the Borderlands: Studies in Chicano Literature, Culture, and Ideology*.
 *Rosaura Sánchez. "Postmodernism and Chicano Literature." *Aztlán* 18, 2 (Fall 1987): 1-14.
 Tara Yasso. "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Culture Wealth." *Race, Ethnicity and Education* Vol. 8 No 1 March 2005.

LANGUAGE:

Frances Aparicio. "Of Spanish Dispossessed." *Language Ideologies Critical Perspectives on the Official English Movement*. PP.248 - 275.
 Frances Aparicio. "La enseñanza del español para hispanohablantes y la pedagogía multicultural." *La enseñanza del español a hispanohablantes Praxis y teoría*. PP. 222 - 232.
 James Crawford. *Language Loyalties*.
 Aurelio Espinosa. "Speech Mixture in New Mexico: The Influence of the English Language on New Mexican Spanish." *The Pacific Ocean in History*. PP. 408 - 428.
 María Dolores Gonzales. *Speaking Chicana: Voice, Power and Identity*.
 *Shaw Gynan and Erlinda Gonzales-Berry. "Chicano Language and Literature." In Carl Shirley and Francisco Lomelí, eds., *Dictionary of Literary Biography: Chicano Series*, 82: 304-308.
 Eduardo Hernández Chávez, et.al. *El lenguaje de los chicanos*.
 Fernando Peñalosa. *Chicano Sociolinguistics*.
 Rosaura Sánchez. *Chicano Discourse*.

M.A. Reading List: Brazilian Literature and Culture (2022-2023)

Poetry selections should be made from one of the following anthologies: Péricles da Silva Ramos (Poesia barroca, Poesia romântica, Poesia do Ouro, Poesia simbolista, Poesia Poderna) or: *Panorama da poesia brasileira* (Civilização brasileira).

Colonial, Barroco, Arcadismo

- 1) Pêro Vaz de Caminha, “*Carta a El-Rei Dom Manuel sobre o achamento do Brasil*” (1500).
- 2) Gregório de Matos Guerra, Poemas (seleções por tema)
Poesia Satírica: “Soneto II: Mancebo sem dinheiro, bom barrete,” “Soneto III: Neste mundo é mais rico o que mais rapa,” “Soneto V: Bote a sua casaca de veludo,” “Soneto VI: “A cada canto um grande conselheiro,” “Senhora Dona Bahia,” “Coplas: Não sei, para que é nascer,” “A cidade da Bahia,” “Província dos vícios,” “Eu sou aquele, que os passados anos.”
Poesia Religiosa e filosófica: “Pequei, Senhor, mas não porque hei pecado,” “Buscando a Cristo,” “Soneto: Carregado de mim, ando no mundo,” “Ao Sanctissimo Sacramento Estando para Comungar,” “Nasce o Sol, e não dura mais que um dia,” “A Nosso Senhor Jesus Christo com actos de arrependido e suspiros de amor,” “A Jesus Cristo nosso Senhor,” “Desenganos da vida humana metaforicamente,”
Poesia Amorosa e erótica: “Rompe o Poeta Com a Primeira Impaciência Querendo Declarar-se e Temendo Perder Por Ousado,” “Segunda impaciência do poeta,” “Necessidades forçosas da natureza humana,” “O amor é finalmente um embaraço de pernas,”
- 3) Padre Antônio Vieira, “Sermão de Santo Antônio” (1654).
- 4) José Basílio da Gama, *O Uraguai* (1769).
- 5) José de Santa Rita Durão, *Caramuru. Poema épico do descobrimento da Bahia* (1781).

Textos Críticos Recomendados

Amado, Janaína. “Mythic Origins: Caramuru and the Founding of Brazil.” *The Hispanic American Historical Review*. 80.4 (2000): 783-811. Print.

Nogueira, Fátima R. “A representação da cidade como corpo na obra satírica de Gregório de Matos.” *Luso-Brazilian Review*. 42.2 (2006): 1-14. Print.

Puga, R.M. “‘Amansar’ o selvagem edênico: A retórica do achamento do Brasil na Carta de Pêro Vaz De Caminha.” *Romance Studies*. 30.2 (2012): 75-84. Print.

Reis, Roberto. “Authoritarianism in Brazilian Colonial Discourse.” *Amerindian Images and the Legacy of Columbus*. Eds. Rene Jara and Nicolas Spadacchini. Minneapolis: U Minnesota P, 1992. 452-72. Print.

Romantismo, Realismo, Naturalismo

- 6) Antônio Gonçalves Dias, poemas (seleções) “Canção do exílio,” “Canto do guerreiro,” “I-Juca Pirama,” “O canto do piaga,” “Marabá,” “Leito de folhas verdes.”
- 7) Antônio de Castro Alves, *Os escravos* (1876), “Navio negreiro,” “Vozes d’África.”

- 8) Manuel Antônio de Almeida, *Memórias de um sargento de milícias* (1854).
- 9) José de Alencar, *Iracema* (1865); *O guarani* (1857); *Senhora* (1875).
- 10) Bernardo de Guimarães, *A escrava Isaura* (1875).
- 11) Aluísio de Azevedo, *O mulato* (1881), *O cortiço* (1890).
- 12) Martins Pena, *O noviço* (1845).
- 13) Maria Firmina dos Reis, *Úrsula* (1859).
- 14) Cruz e Souza, poemas (seleções) “Antífona,” “Siderações,” “Braços,” “Encarnação,” “Acrobata da dor,” Tristeza do infinito.”
- 15) Joaquim Maria Machado de Assis, *Memórias póstumas de Brás Cubas* (1881); *Dom Casmurro* (1899).

Textos Críticos Recomendados

- Haberly, David T. *Three Sad Races: Racial Identity and National Consciousness in Brazilian Literature*. Cambridge: Cambridge University Press, 1983. Print.
- Cândido, Antônio. “A dialética da malandragem.” *O discurso e a cidade*. São Paulo: Duas Cidades, 1993. 19-54.
- . “Literatura e subdesenvolvimento.” *A educação pela noite e outros ensaios*. São Paulo: Ática, 1987. 140-62.
- . “Esquema de Machado de Assis.” *Vários escritos*. São Paulo: Duas Cidades, 1977. 13-32.
- Lima, Luis Costa. “Sob a face de um bruxo.” *Dispersa demanda: Ensaio sobre literatura e teoria*. Rio de Janeiro: Francisco Alves, 1981. 57-123.
- Schwarz, Roberto. *Um mestre na periferia do capitalismo: Machado de Assis*. São Paulo: Duas Cidades, 1990.
- . *Ao vencedor as batatas: Forma literária e processo social nos inícios do romance brasileiro*. São Paulo: Duas Cidades, 1977.
- . “As idéias fora do lugar.” *Cultura e política*. São Paulo: Paz & Terra, 2001. 59-83.
- . “Nacional por subtração.” *Cultura e política*. São Paulo: Paz & Terra, 2001. 108-35.
- Sommer, Doris. *Foundational Fictions: The National Romances of Latin America*. Berkeley: University of California Press, 1991. Print. (Parte I: “Irresistible Romance,” Part II: “Love and Country: An Allegorical Speculation,” “O Guarani and Iracema: Brazil's Two-Faced Indigenism”).
- Wasserman, Renata R. M. *Exotic Nations: Literature and Cultural Identity in the United States and Brazil, 1830-1930*. Ithaca: Cornell University Press, 1994. Print.

Pré-Modernismo, Modernismo

- 16) Euclides da Cunha, *Os sertões* (1902).
- 17) Lima Barreto, *Triste fim de Policarpo Quaresma* (1915), *Clara dos Anjos* (1922).
- 18) Mário de Andrade, *Macunaíma*. *O herói sem nenhum caráter* (1928).
- 19) Oswald de Andrade, “Manifesto da poesia pau-brasil” (1924); “Manifesto antropófago” (1928).
- 20) Manuel Bandeira, poemas (seleções) “Os sapos,” “O menino doente,” “Meninos carvoeiros,” “Pneumotórax,” “Vou-me embora pra Pasárgada,” “Arte de amar,” “Poética.”
- 21) Carlos Drummond de Andrade, poemas (seleções) “Hino nacional,” “Poema de sete faces,” “No meio do caminho,” “José,” “A bomba,” “Morte do leiteiro.”

- 22) Rachel de Queiroz, *O quinze* (1930).
- 23) José Lins do Rego, *Menino de engenho* (1932).
- 24) Garcilano Ramos, *Vidas secas* (1938).
- 25) Cecília Meireles, *Romanceiro da inconfidência* (1953).
- 26) Jorge Amado, *Gabriela Cravo e Canela. Crônica de uma cidade do interior* (1958), *Capitães de Areia* (1965).
- 27) João Guimarães Rosa, *Grande sertão, veredas* (1956).
- 28) João Cabral de Melo Neto, *Uma faca só lâmina* (1956).

Textos Críticos Recomendados

- Barbosa, Alaor. *O romance regionalista brasileiro: Origens--obras fundamentais, evolução--obras capitais*. Brasília: LGE Editora, 2006. Print.
- Bernucci, Leopoldo M. "That Gentle Epic: Writing and Elegy in the Heroic Poetry of Cecília Meireles." *MLN*. 112.2 (1997): 201-218. Print.
- .. "Euclides disseminado: *Vidas Secas* de Graciliano Ramos." *Luso-Brazilian Review*. 26.1 (1989): 1-14. Print.
- Helena, Lúcia. *Uma literatura antropofágica*. Rio de Janeiro: Cátedra, 1982.
- . *Totens e tabus da modernidade brasileira: Símbolo e alegoria na obra de Oswald De Andrade*. Rio de Janeiro-RJ: Tempo Brasileiro, 1985. Print.
- Sant'Anna, Affonso R. *Carlos Drummond de Andrade: Análise da obra*. Rio de Janeiro: Editora Nova Fronteira, 1980. Print.

Literatura contemporânea

Poesia e prosa

- 29) Carolina Maria de Jesus, *Quarto de despejo. Diário de uma favelada* (1960).
- 30) Dalton Trevisan, *O vampiro de Curitiba* (1965) (contos).
- 31) J.J. Veiga, *A hora dos ruminantes* (1966).
- 32) Antônio Callado, *Quarup* (1968).
- 33) Lygia Fagundes Telles, *As meninas* (1973).
- 34) Rubem Fonseca, *Feliz ano novo* (1975).
- 35) Ivan Angelo, *A festa* (1976).
- 36) Clarice Lispector, *A paixão segundo G.H.* (1968), *A hora da estrela* (1977).
- 37) Moacyr Scliar, *O centauro no jardim* (1980).
- 38) Caio Fernando Abreu, *Morangos Mofados* (1982) (contos).
- 39) João Ubaldo Ribeiro, *Viva o povo brasileiro* (1984).
- 40) Silviano Santiago, *Stella Manhattan* (1985).
- 41) João Gilberto Noll, *Hotel Atlântico* (1989).
- 42) Geni Guimarães, *A cor da ternura* (1998).
- 43) Luiz Ruffato, *Eles eram muitos cavalos* (2001).
- 44) Bernardo Carvalho, *Nove noites* (2002), *O filho da mãe* (2009).
- 45) Conceição Evaristo, *Ponciá Vicêncio* (2003), *Becos da memória* (2013).
- 46) Ferréz, *Capão Pecado* (2005).
- 47) Daniel Galera, *Mãos de cavalo* (2006).

- 48) Rosa, Allan, Silvio Diogo, and Marcelo D. Salette. *Da Cabula* (2006).
- 49) Beatriz Bracher, *Antonio* (2007).
- 50) Gonçalves, Ana M. *Um defeito de cor* (2007).
- 51) Cristovão Tezza, *O filho eterno* (2007).
- 52) Sérgio Vaz, *Colecionador de pedras* (2007).
- 53) Munduruku, Daniel. *Todas as coisas são pequenas* (2008).
- 54) Buarque, Chico. *Leite derramado* (2009).
- 55) Adriana Lisboa, *Sinfonia em branco* (2009), *Azul corvo* (2010).
- 56) Glauco Mattoso *Contos hediondos* (2009).
- 57) Sacolinha. *Graduado em Marginalidade* (2009), *Manteiga de cacão* (2012).
- 58) Cristiane Sobral, *Não vou mais lavar os pratos* (2010).
- 59) Michel Laub, *Diário da queda* (2011).
- 60) Scott, Paulo, *Habitante Irreal* (2011).
- 61) Rubens Figueiredo, *Passageiro do fim do dia* (2012).
- 62) Kucinski, Bernardo. K. (2012).
- 63) Ana Paula Maia, *De gados e homens* (2013)
- 64) Fuks, Julián. *A Resistência* (2015).
- 65) Cuti, *Contos escolhidos* (2016).
- 66) Kopenawa, Davi, Bruce Albert, Beatriz Perrone-Moisés, Eduardo B. V. Castro. *A queda do Céu: Palavras de um Xamã Yanomami* (2016).

Textos Críticos Recomendados

- Avelar, Idelber. "Dictatorship and Immanence." *Journal of Latin American Cultural Studies*. 7.1 (1998): 75-94. Print.
- . *The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning*. Durham, NC: Duke University Press, 1999. Print. (Capítulos: "Introduction: Allegory and Mourning in Postdictatorship," Chapter 2: "The Genealogy of a Defeat: Latin American Culture Under Dictatorship," Chapter 3: "Countertraditions: The Allegorical Rewriting of the Past," Afterword: "Postdictatorship and Postmodernity.")
- Cuti, . *Literatura Negro-Brasileira*. São Paulo, SP: Selo Negro Edições, 2010. Print.
- Dalcastagnè, Regina. *O espaço da dor: O regime de 64 no romance brasileiro*. Brasília, DF: Editora UnB, 1996. Print.
- . "A Cor De Uma Ausência: Representações Do Negro No Romance Brasileiro Contemporâneo." *Afro-hispanic Review*. 29.2 (2010): 97-108. Print.
- "Para Não Ser Trapo No Mundo: As Mulheres Negras E a Cidade Na Narrativa Brasileira Contemporânea." *Estudos De Literatura Brasileira Contemporânea*. (2014): 289-302. Print.
- Harrison, Marguerite I. *Uma cidade em camadas: Ensaio sobre o romance "eles eram muitos cavalos" De Luiz Ruffato*. Vinhedo, SP: Editora Horizonte, 2007. Print.
- Heise, Ursula K, Jon Christensen, and Michelle Niemann. *The Routledge Companion to the Environmental Humanities*. 2017. Print.
- Giacon, Eliane M. O. *Literatura e identidade nacional: Uma leitura de Viva O Povo Brasileiro*. Jundiaí, SP: Paco Editorial, 2012. Print.
- Devine, Guzmán T. *Native and National in Brazil: Indigeneity After Independence.*, 2013. Internet resource.

- Lopes, Denilson. "A volta da casa na literatura brasileira contemporânea." *Luso-Brazilian Review*. 43.2 (2007): 119-130. Print.
- Mello, Ana M. L, Regina Zilberman, and Zilá Bernd. *O viajante transcultural: Leituras da obra de Moacyr Scliar*. Porto Alegre: EDIPUCRS, 2004. Print.
- Namorato, Luciana. "A tentação do silêncio em Ela Não Sabe Gritar (ou a *Hora Da Estrela*), de Clarice Lispector." *Hispania*. 94.1 (2011): 50-62. Print.
- Oliveira, Emanuelle. *Writing Identity: The Politics of Contemporary Afro-Brazilian Literature*. West Lafayette, Ind: Purdue University Press, 2008. Print.
- Quinlan, Susan C, and Fernando Arenas. *Lusosex: Gender and Sexuality in the Portuguese-Speaking World*. Minneapolis: University of Minnesota Press, 2002. Print (Capítulos: Susan Cantly Quinlan, "Cross-Dressing: Silviano Santiago's Fictional Performances; Fernando Arenas, "Small Epiphanies in the Night of the World: The Writing of Caio Fernando Abreu.").
- Silva, Rogerio S. *Cultura e violência: Autores, polêmicas e contribuições da literatura marginal*. São Paulo, SP, Brasil: Annablume, 2011. Print (Capítulos 1, 2, 4 e 7).
- Vieira, Nelson H. "Narrative in Dalton Trevisan." *Modern Language Studies*. 14.1 (1984): 11-21. Print.
- . "Testimonial Fiction and Historical Allegory: Racial and Political Repression in Jorge Amado's Brazil." *Latin American Literary Review*. 17.34 (1989): 6-23. Print.
- Viveiros, de C. E, and Peter Skafish. *Cannibal Metaphysics*. Minneapolis: University of Minnesota Press, 2014. Internet resource.
- Zilberman, Regina. *Clarice Lispector: A narração do indizível*. Porto Alegre: Instituto Cultural Judaico Marc Chagall, 1998. Print.

Livros de crítica (literatura) Recomendados

- Manuel Bandeira, *Apresentação da poesia brasileira* (s/d).
- Alceu Amoroso Lima, *Introdução à literatura brasileira* (1957).
- José Veríssimo, *História da literatura brasileira* (1963).
- Nelson Werneck Sodré, *História da literatura brasileira* (1964).
- Antonio Cândido, *Formação da literatura brasileira* (1964); *Literatura e sociedade* (1965).
- Afrânio Coutinho, *A literatura no Brasil* (1968).
- Alfredo Bosi, *História concisa da literatura brasileira* (1972); *Dialética da colonização* (1992); *Literatura e resistência* (2002).
- José Aderaldo Castello, *A literatura brasileira* (1999).

Filmes

- 67) *Cangaceiro* (1953, Lima Barreto)
- 68) *Rio 40 graus* (1955, Nelson Pereira dos Santos)
- 69) *Orfeu Negro* (1959, Marcel Camus)
- 70) *Cinco vezes favela* (1962, Diegues, Andrade, Hirszman, Borges, Farias)
- 71) *Vida Secas* (1963, Nelson Pereira dos Santos)
- 72) *Deus e o Diabo na Terra do Sol* (1964, Glauber Rocha)
- 73) *Terra em Transe* (1967, Glauber Rocha)
- 74) *Bandido da Luz Vermelha* (1968, Rogério Sganzerla)

- 75) *Como era gostoso o meu francês* (1971, Nelson Pereira dos Santos)
- 76) *Bye, Bye Brasil* (1980, Carlos Diegues)
- 77) *Pixote, a lei do mais fraco* (1981, Hector Babenco)
- 78) *Quilombo* (1984, Carlos Diegues)
- 79) *O que é isso companheiro?* (1997, Bruno Barreto)
- 80) *Central do Brasil* (1998, Walter Salles)
- 81) *Orfeu* (1999, Carlos Diegues)
- 82) *Eu, tu, eles* (2000, Andrucha Waddington)
- 83) *Bicho de sete cabeças* (2000, Laís Bodanzky)
- 84) *Abril despedaçado* (2001, Walter Salles)
- 85) *Cidade de Deus* (2002, Fernando Meirelles, Kátia Lund).
- 86) *Madame Satã* (2002, Karim Aïnouz)
- 87) *Casa de areia* (2005, Andrucha Waddington)
- 88) *O ano em que os meus pais forma de férias* (2006, Cao Hamburger)
- 89) *Tropa de Elite* (2007, José Padilha)
- 90) *Linha de passe* (2008, Walter Salles, Daniela Thomas)
- 91) *Tropa de Elite II* (2010, José Padilha)
- 92) *5x Favela: agora por nós mesmos* (2010, Amaral, Barcelos, Felha, Vidigal, Carneiro, Bezerra, Novais)
- 93) *O som alrededor* (2012, Kleber Mendonça Filho)
- 94) *Praia do future* (2014, Karim Aïnouz)
- 95) *Hoje eu quero voltar sozinho* (2014, Daniel Ribeiro)
- 96) *Branco sai, preto fica* (2014, Adirley Queirós)
- 97) *Que horas ela volta* (2015, Anna Muylaert)
- 98) *Aquarius* (2016, Kleber Mendonça Filho)

Livros de crítica (cinema) Recomendados

Robert Stam e Randal Johnson, *Brazilian Cinema* (1982) [1st ed.].
 Lúcia Nagib, *The New Brazilian Cinema* (2003).

M.A. CANDIDATE PROGRESS FORM

DEPARTMENT OF SPANISH AND PORTUGUESE

Note to the student: It is your responsibility to keep your records correct and up to date.

The University of New Mexico Catalog: Graduate Programs

You can obtain a copy of this publication on the registrar's web page, familiarize yourself with the requirements for the M.A. degree specified, and observe those requirements.

Advisement

Students must discuss their program of studies with their faculty mentor and with the Graduate Advisor before enrolling, changing grading options, or changing schedules for classes each semester.

Reading list

The student should read the works on the reading list corresponding to his/her area of concentration in preparation for comprehensive examinations (normally taken the fourth semester of study). The lists for each of the concentrations are in the Graduate Student Manual.

Course loads for teaching assistants

Full-time teaching assistants must take a minimum of 9 hours at the 500- or 600-levels (with the exception of Spanish 423 and Spanish 438) each semester of approved classes, normally within the Department. Audits do not count as part of the regular course load and are not covered by teaching assistantship. Problems courses (Spanish 551) and credits in excess of 12 hours must be petitioned through the Graduate Committee and the Graduate Advisor. Language courses used to satisfy program requirements may not be used to satisfy the minimum enrollment requirement, and do not count toward the credits required for the graduate degree. During the semester in which the student takes the comprehensive examination they must take a minimum of 6 hours, at the graduate level. A half-time TA is required to take a minimum of 6 hours per semester of approved graduate-level courses within the Department.

General course requirements

The M.A. in Spanish has three areas of concentration: Hispanic Literature, Hispanic Linguistics, Hispanic Southwest Studies and a M.A. in Portuguese is also offered. The M.A. is offered under plan I (coursework, comprehensive examinations, and thesis) and plan II (coursework, and comprehensive examinations only.) Plan II requires 33 hours of course work while Plan I requires 27 hours of course work and six hours of thesis credits. Under plan I a thesis proposal must be submitted to the student's thesis committee and the Graduate Advisor by the beginning of the third semester. With the exception of Spanish 423 and 438 all Spanish course work must be at the 500- or 600-level. **Courses to be taken outside the Department of Spanish and Portuguese must be approved by the student's faculty mentor and the graduate committee.**

Foreign language requirement

All M.A. Spanish or Portuguese candidates must demonstrate proficiency equivalent to one year of university-level study in one language apart from English and the student's language of major study. This proficiency is normally demonstrated by completing, in consultation with the departmental graduate advisor, a second semester or above numbered language course with a grade of B or better. Language class(es) will not count toward credit hours for the degree. This requirement **can be met through coursework done as part of the B.A.**

Research at the graduate and professional levels is enhanced by the mastery of several languages. Students are advised to consider their professional goals in selecting a language to fulfill the department's requirement.

Methodology requirement

All teaching assistants must take SPAN 541 Approaches to Language Teaching Methodology during the first fall semester of employment at UNM, regardless of prior experience elsewhere.

Note

We expect that full-time students and teaching assistants complete all coursework within four semesters. Before enrolling for classes each semester, you must have your program approved by your faculty mentor and the Graduate Advisor. At the completion of each semester use the progress form to indicate the grade you received in each class and the instructor of the class. This will make filling out the Program of Studies form easier. A minimum GPA of 3.0 is required to remain in the M.A. program. In the event that the student's GPA should fall below 3.0, the student will be placed on academic probation and they will have one semester to bring the GPA back to the minimal level. If the student does not do so, their candidacy will be terminated. Students on academic probation may not hold teaching assistantships or take comprehensive exams according to university regulations. A minimum GPA of 3.5 is required for admission to the doctoral program.

Graduation Ceremony

Master students must have completed **all** requirements for the degree in order to walk at the departmental commencement ceremony.

MA Progress Report: Concentration in Hispanic Literature

This option requires the following distribution of courses:

*** 9 hours of Spanish American Literature (Spanish 601: Literary Theory may be included):

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 9 hours of Peninsular Spanish Literature (Spanish 601: Literary Theory may be included):

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 3 hours of Hispanic Linguistics

Course	Semester	Grade	Instructor
_____	_____	_____	_____

*** 3 hours of Portuguese or Hispanic Southwest Studies:

Course	Semester	Grade	Instructor
_____	_____	_____	_____

*** Spanish 502 Research and Critical Methods

Course	Semester	Grade	Instructor
<u>Spanish 502</u> _____	_____	_____	_____

*** 3 – 6 hours of electives or thesis:

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____

Language Requirement (6 hours):	_____	_____	_____
---------------------------------	-------	-------	-------

MA Progress Report: Concentration in Hispanic linguistics

This option requires the following distribution of courses:

*** 18 hours in Hispanic linguistics (see MA courses: Hispanic Linguistics)

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
*** SPAN 541	_____	_____	_____

*** 6 hours Hispanic Literature, Portuguese, or Hispanic Southwest Studies

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____

*** 6 hours of electives or 6 hours of thesis

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____

Language Requirement (6 hours): _____

MA Progress Report: Concentration in Hispanic Southwest Studies

This option requires the following distribution of courses:

*** 6 hours in Hispanic linguistics (must include one course in Southwest Spanish).

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
(Southwest Spanish)			

*** 12 hours of Hispanic Southwest Studies

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 6 hours of Hispanic or Portuguese literature courses from outside the Southwest in the Department of Spanish and Portuguese

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____

*** Spanish 502 Research and Critical Methods

Course	Semester	Grade	Instructor
<u>Spanish 502</u>	_____	_____	_____

*** 3 – 6 hours of electives either in the department or outside, or thesis,

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
Language Requirement (6 hours):	_____	_____	_____

MA Progress Report: Concentration in Portuguese

This option requires the following distribution of courses:

*** 15 hours in Portuguese at the 400 level or above

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 12 hours of Hispanic/Southwest/Portuguese literature and/or Hispanic/Southwest/Portuguese linguistics

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 6 hours of elective or thesis

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
Language Requirement:	_____	_____	_____

M.A. Progress Report: Dual degree Portuguese/Linguistics

This option requires the following distribution of courses:

*** 21 hours in Portuguese at the 400 level or above

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 21 hours of Hispanic linguistics

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 12 hours of core elective or thesis

Course	Semester	Grade	Instructor
<u>Spanish 502</u>	_____	_____	_____
<u>Spanish 541</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MA Progress Report: Dual degree Portuguese/Literature

This option requires the following distribution of courses:

*** 21 hours in Portuguese at the 400 level or above

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 9 hours Spanish American Literature, 9 hours Spanish Peninsular Literature,
3 hours SW/Ling

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 12 hours of core elective or thesis

Course	Semester	Grade	Instructor
<u>Spanish 502</u>	_____	_____	_____
<u>Spanish 541</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MA Progress Report: Dual degree Portuguese/Southwest Studies

This option requires the following distribution of courses:

*** 21 hours in Portuguese at the 400 level or above

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 15 hours of Southwest Studies, 3 hours Linguistics, 3 Hispanic Literature

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*** 12 hours of core elective or thesis

Course	Semester	Grade	Instructor
<u>Spanish 502</u>	_____	_____	_____
<u>Spanish 541</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THE PH.D. IN SPANISH AND PORTUGUESE

The University of New Mexico
2022-2023

The University of New Mexico offers the Ph.D. degree in the Department of Spanish and Portuguese with major concentrations in Hispanic Literature and Hispanic Linguistics, with graduate-level coursework offered in Portuguese. Financial assistance in the form of a teaching assistantship is available for the most highly qualified candidates. Ph.D. students holding a teaching assistantship are normally supported for six semesters of support, providing that they remain in good academic standing, have satisfactory teaching and the availability of University funding. A limited number of summer teaching assistantships are available on a competitive basis.

The Ph.D. is a research-oriented degree, requiring the completion of a dissertation, which represents a major original scholarly contribution. Holders of a Ph.D. in Spanish and Portuguese typically teach at the college or university level and continue to write and publish research throughout their careers. Not all successful M.A. students will make successful Ph.D. students. Conversely, not all M.A. students will find that a Ph.D. degree fits their needs. Thus, the fact of having completed an M.A. does not in itself ensure admission to the Ph.D. program. A decision for admission is based on a composite of a student's focus and direction, academic grades, faculty recommendations, GRE scores, comprehensive examinations, and other evidence of scholarship. An important factor in considering applications to the Ph.D. program is a demonstration of the ability to undertake sustained research, and a commitment to research that goes beyond the mere satisfaction of program requirements.

All prospective Ph.D. candidates must hold the M.A. in Spanish or Portuguese or an equivalent degree from another country.

Admission to the Ph.D. program in Spanish and Portuguese at the University of New Mexico is highly selective, and all applicants are required to follow the same procedures.

Applications for admission to the Ph.D. program are considered on an annual basis. The Department of Spanish and Portuguese must receive all material by **January 15** for Fall admission. This deadline holds even for applicants who request no teaching assistantship.

The Ph.D. Degree Descriptions

The Ph.D. in Spanish and Portuguese at the University of New Mexico requires a minimum of 36 hours of graduate courses (not including dissertation hours). The degree consists of a departmental concentration and twelve additional hours in a supporting field. All PhD coursework in Spanish must be at the 500- or 600-level, with the exception of Mexican Literature (SPAN 438), and Cervantes' *Quijote* (SPAN 423).

- 1) DEPARTMENTAL CONCENTRATION: The two concentrations are Literature and Linguistics. The concentration in Literature consists of 24 credit hours of a group of courses in a genre (narrative, poetry, theater) and a period (Medieval, Renaissance/Golden Age/Colonial, 18th and 19th Centuries, 20th Century) and 12 hours in a supporting field. The concentration in Linguistics requires 36 hours of a range of courses from the various subfields of linguistics offered at UNM.
- 2) REQUIRED COURSES: For the Literature concentration SPAN 601 (Literary Theory) and six units of Portuguese 500 level or above are required. These required courses may count toward the 36 hours of coursework.
- 3) LANGUAGE REQUIREMENT: Research at the graduate and professional levels is enhanced by the mastery of several languages. Students are advised to consider their professional goals in selecting a language to fulfill the department's requirement. Coursework in Portuguese is strongly encouraged by the Department of Spanish and Portuguese as it will enhance students' understanding and appreciation of such similarities. Portuguese 277 is recommended.

All Ph.D. candidates must demonstrate proficiency equivalent to two years of university-level study in a language apart from English and the student's language of major study. This proficiency is normally demonstrated by completing, in consultation with the Departmental Graduate Advisor, a fourth-semester or above numbered language course with a grade of B or better. Alternately, the student may complete the requirement by demonstrating proficiency equivalent to one year of university-level study in two foreign languages, by completing second-semester or above numbered language courses in both languages with a grade of B or better. **This requirement can be met through coursework done as part of the B.A. and/or M.A.**

- 4) COMPREHENSIVE EXAMINATION: The doctoral examination encompasses both the concentration and the additional 12 hours in a supporting field. The Student will compile a reading list in consultation with his or her Chair of Committee on Studies. The examination consists of three parts:
 - a. A 72-hour written examination covering areas of the concentration as well as the supporting field.
 - b. An assigned research essay in the student's concentration. The research question is developed in collaboration with the Committee on Studies and is generally geared to

- prepare the student to work on the projected dissertation topic. The student will have two weeks to complete the essay.
- c. In the Hispanic Linguistic concentration of the PhD in Spanish and Portuguese, students have the option of submitting Qualifying Paper (QP) and completing on 24 hour comprehensive exam question instead of the written exams outlined in (a) and (b) above.
 - d. A comprehensive oral examination to be scheduled two weeks after the conclusion of the written examination.
- 5) PH.D. DISSERTATION: Consult the information and requirements specified in the University of New Mexico Catalog. A dissertation proposal will be presented to and approved by the Dissertation Committee semester following comprehensive examination. An approved copy of the dissertation proposal must be turned in to the Graduate Advisor.

Progress in the Doctoral Degree

It is expected that full-time students and teaching assistants complete all coursework within four semesters after entering the Ph.D. program. At the beginning of each semester, students should indicate the classes which they will be taking and have their program approved by their Committee on Studies and the Graduate Advisor. Then at the completion of each semester they will indicate the grade received in each class. A GPA of 3.0 is required to remain in the Ph.D. program. In the event that a student's GPA should fall below 3.0, they will have one semester to bring the GPA back to the minimal level. If the student does not do so, their candidacy will be terminated.

Expected Benchmarks for Degree Progress

Semester 2:	Establish a Committee on Studies
Semesters 2-4:	Develop a reading list for the Comprehensive Exams with the Chair of the Committee on Studies (COS)
Semester 4:	Arrange details of the Comprehensive Exam format with the COS
Semester 5:	Present the Written and Oral portions of the Comprehensive Exams
Semester 6:	Develop and defend the Dissertation Proposal
Semester 10-12:	Complete and defend the Dissertation (In order to support the dissertation process past the fifth year, students will need to obtain alternative funding through a fellowship or employment outside the Department.)

The University of New Mexico Catalog: [The Graduate Program](#)

You can obtain a copy of this publication the registrar's web page, familiarize yourself with the requirements for the Ph.D. degree, and observe those requirements.

Methodology requirement

All teaching assistants must take SPAN 541 Approaches to Language Teaching Methodology during the first fall semester of employment at UNM, regardless of prior experience elsewhere.

Course requirements

A minimum of 24 hours must be taken in the student's concentration with an additional 12 hours in a related field. The student must take **1)** all coursework in Spanish at 500- or 600-levels (the only exception being SPAN 423 and SPAN 438); the specific courses will be determined in consultation with the student's pre-dissertation Committee on Studies; **2)** for literature students the following courses are required: SPAN 601 Literary Theory (can be applied to the concentration) and 6 hours of courses in Portuguese numbered 500 or above.

Language Requirement

Research at the graduate and professional levels is enhanced by the mastery of several languages. Students are advised to consider their professional goals in selecting a language to fulfill the department's requirement. Due to the linguistic similarities between Spanish and Portuguese as well as the strong cultural link between Spanish America and Brazil, coursework in Portuguese is strongly encouraged by the Department of Spanish and Portuguese.

All Ph.D. candidates must demonstrate proficiency equivalent to two years of university level study in a language apart from English and the student's language of major study. This proficiency is normally demonstrated by completing, in consultation with the Departmental Graduate Advisor, a fourth-semester or above numbered language course with a grade of B or better. Alternately, the student may complete the requirement by demonstrating proficiency equivalent to one year of university-level study in two foreign languages, by completing second-semester or above numbered language courses in both languages with a grade of B or better. This requirement can be met through coursework done as part of the B.A. and/or M.A. Recommended Port. 277 (Intensive Portuguese for Spanish Speakers). These credit hours do not count towards your degree.

Doctoral Candidate Progress Form

Note to the student: This is an official departmental document concerning your progress within the doctoral program. A copy is maintained in the department; you should also retain a copy for your own information. It is your responsibility to keep both copies of your records up to date.

Doctoral Candidate Progress Form

Student's Name: _____

First language: _____ Second Language: _____

CONCENTRATION: _____

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SUPPORTING FIELD: _____

Course	Semester	Grade	Instructor
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

For Literature Students:

SPAN 601 Semester _____

6 units of Portuguese 400 level or above Semester _____ Semester _____

THE PH.D. CANDIDACY PROCESS

Establishing a Committee on Studies

By the mid-semester break of the student's second semester in the Ph.D. program, the student should form a Committee on Studies, following university and departmental guidelines. The student should fill out the appropriate form in consultation with the Graduate Advisor and committee chair. The student should ask each prospective faculty member to serve on the committee and must confirm their acceptance by obtaining signatures on the Committee on Studies form; this form is available on page 74 or from the Graduate Advisor. Before enrolling in classes for the third semester, the student should arrange to meet with their Committee on Studies to discuss the student's future course of studies, reading lists, and the areas in which the student will be examined.

Upon admission to the Ph.D. program, a student will be assigned a temporary faculty mentor for the first semester and by the second semester in consultation with the mentor the student should begin planning to form a Committee on Studies to assist in planning the remainder of the graduate program. The Committee on Studies must approve coursework towards the PhD, and thus it is important that it be constituted in a timely fashion to ensure approval prior to taking courses (to avoid taking courses which are then not approved as they are deemed irrelevant to the proposed doctoral program). A Committee on Studies consists of at least three members, including the committee chair, who will be the student's major supervising professor. The chair must be a tenured or tenure-track member of the Department of Spanish and Portuguese. The student, in consultation with the committee chair, selects the remaining committee members all of whom must sign the appropriate form (see page 74), which is turned in to the Graduate Advisor.

The Committee on Studies Form

1. Committee should be named no later than the second semester of PhD program.
2. Select a chair of the committee (chair is student's major supervising professor).
3. A Committee consists of at least 3 members, including the chair.

Student: _____ ID# _____
(printed)

(signature) **DATE:** _____

Chair: Professor _____ **DATE:** _____
(printed)

(signature)

Member: Professor _____ **DATE:** _____
(printed)

(signature)

Member: Professor _____ **DATE:** _____
(printed)

(signature)

Concentration: _____

Supporting field: _____

THE PH.D. CANDIDACY PROCESS

The Comprehensive Examination:

The doctoral comprehensive examination encompasses both the departmental concentration and the additional 12 hours of related material reflected in a reading list developed by the student in consultation with the Committee on Studies. The examination consists of three parts, which will be completed within a one-month period:

- 1) A 72-hour written examination covering the concentration as well as the supporting field.
- 2) An assigned research essay in the student's concentration developed in collaboration with the Committee on Studies. The student will have two weeks to complete the essay.
- 3) An oral examination to be scheduled to take place within two weeks after the conclusion of the written examination.

In order to be advanced to doctoral candidacy the examinee must have an evaluation of at least "pass" in each section of the examination. If the candidate should fail one section of the exam, s/he may take an oral examination in that area within one month of such failure. If the student should also fail the oral examination or more than one section on the written examination, they may take the entire examination a maximum of one more time, within one calendar year after such a failure. Only a single re-take will be allowed for a total of two attempts. Failure to pass the examinations after two tries leads to dismissal from the graduate program.

The student, in consultation with the members of the Committee on Studies, will develop a reading list upon which the doctoral comprehensive examinations will be based. The list will include both general works and items specific to the student's proposed dissertation topic. It is thus extremely helpful if the student has a clear idea for a dissertation topic, developed through consultation with the Committee on Studies.

The student, in consultation with the Committee on Studies, determines the date of the comprehensive exams. This is usually done in the semester in which all course requirements will be completed, or the immediately following semester, usually the fourth or fifth semester. The comprehensive exams consist of three portions. The first is a written exam. This exam is administered on a take-home basis, during a period not to exceed 72 hours. All work must be done individually by the student without consultation with any other person; however, notes and relevant bibliography may be consulted. The second part of the exam is an extended essay. The student is assigned a topic to be prepared individually, and for which all relevant notes and bibliographic material may be used. The total time for this essay is two weeks. Within two week after the completion of the exam and the essay, the third part of the exam, an oral examination, takes place, which may cover any aspect of the concentration and the supporting field. The oral examination is the final stage of the comprehensive examination process. The entire exam process should be **completed within one month**. Upon successful completion of the comprehensive exams, the student will advance to doctoral candidacy.

UNM Hispanic Linguistics Qualifying Paper

In the UNM Hispanic Linguistics PhD program, students have two options for passing to candidacy (ABD):

- 1) Complete the general departmental PhD comprehensive exam or
- 2) Submit a Qualifying Paper (QP) and complete one 24-hour comprehensive exam question.

The guidelines for option 2 (QP and one exam question) follow the guidelines for the general Ph.D. exam.

Establishing the Ph.D. Exam Format

In the semester prior to taking the Ph.D. comprehensive exams, the student should arrange to meet with the Committee on Studies to review reading lists and details of the exam format. The student should take written notes of the meeting; following the meeting, these notes should be written up and given to each committee member. Another copy should be given to the departmental Graduate Advisor, who will place it in the student's file.

The Ph.D. Exam Timetable

At least a month before the comprehensive examinations are to begin, the student and the committee must fill out a Ph.D. exam timetable. All parties must agree to a timetable which meets university and departmental guidelines. All exam committee members, the Graduate Advisor, and the Director of Graduate Students must receive a copy of the completed timetable.

Application for Doctoral Candidacy

Before the end of the comprehensive exam process, the student must fill out an application for doctoral candidacy which is available at my.unm.edu under the Grad App link.

The Ph.D. Oral Examination

Two weeks after the written exam and research essays are completed, the student and Committee on Studies will meet for the oral examination. A decision on the student's performance on the exam must be given within two weeks of the end of the examination process. Typically, but not necessarily, a verdict is given at the end of the oral exam.

The Qualifying Paper (Hispanic Concentration option)

The Qualifying Paper (QP) is original primary research conducted by the student that will be submitted to the QP committee. The QP's format, scope, and rigorousness will reflect the criteria and quality of a peer-reviewed professional journal. The QP may be a more highly developed and extended version of a term paper completed for course requirements in our PhD program. It is expected that the student submit the QP to an approved professional journal or conference proceedings. Additionally, the QP will be in an area of study that is related to the intended dissertation proposal.

Alternatively, the student may petition for a published paper in an area related to the proposed dissertation to count as the QP. This published work will be authored solely by the student and will have been published during the student's time in our PhD program. The student will show proof of acceptance of a manuscript submitted to a peer-reviewed professional journal. The student's mentor and two other faculty in Hispanic Linguistics will express approval/denial of

the journal as an appropriate venue for publishing a paper that will, along with the comprehensive exam, advance the student to candidacy. While professional journals are preferable, in some cases conference proceedings are also acceptable if the conference is deemed appropriate (e.g. a well-known professional conference, but not a graduate student conference).

Additionally, whether submitting a QP or a published manuscript, the student will take a one-day (24-hour take-home) comprehensive exam in the field of their dissertation different from the topic of the QP. The student will collaborate with their QP committee in order to generate a reading list that will be the basis for the question.

Timeline overview

3rd semester

1. In August, the student identifies a Comprehensive exam/ QP faculty mentor in the department of S&P to be the Chair of the Committee on Studies (COS).
2. By the end of September, the student will submit a 250-500 word abstract of the QP which will be filed with the graduate advisor after being approved by the QP advisor. This could be an extended version of a project completed for coursework in our PhD program.
3. By the end of October, the student will also identify an area for the comprehensive exam question.
4. By the last day of instruction, the student and COS Chair identify two additional readers for the QP in order to form the QP committee. They do the same for the comprehensive exam question. The committee for the comprehensive exam and the QP committee may have the same or different members.

4th semester

5. The student submits an electronic copy of the QP to the graduate advisor on the first Monday after Spring Break.
6. The QP committee reads the QP and submit its evaluation to the graduate advisor within four weeks of the QP's submission with the following designations: 1) accept as is; 2) accept with minor revisions, or 3) revise and resubmit.
 - a. If the QP is evaluated 1) accept as is; or 2) accept with minor revisions, the student arranges a date for the written Comprehensive Examination question and a date for the oral defense of the QP.
 - b. If the QP is evaluated as 'revise and resubmit', the student has until the Monday after fall break in the 5th semester to submit the revised QP. If the newly submitted QP is designated as 1) accept as is or, 2) accept with minor revisions, the student arranges a date for the written Comprehensive Examination question and a date for the oral defense of the QP.
 - c. If the revised QP does not meet 1 or 2, but would need major revisions (being otherwise evaluated as 'revise and resubmit'), the student no longer has the option of completing the QP and has 6 months to complete the Comprehensive Exams, as described in the graduate manual.
7. The final version of the accepted QP is submitted in an electronic copy to the Graduate Advisor by the last day of finals week of spring semester.
8. Once accepted and approved by the committee, the student submits the QP to a journal approved by the QP committee.

Fifth Semester

9. The exam and oral defense should be completed by the last day of finals week of the fifth semester.
10. If the Comprehensive Examination Committee is different from the QP Committee, the student submits the “Comprehensive Exam Committee” form to the Graduate Advisor before submitting the Announcement of Exam.
11. The student submits an Announcement of Exam once the written Comprehensive Exam and Oral Defense of the QP have been scheduled. The Announcement of Exam may only be submitted once and must be submitted at least two weeks prior to whichever event **occurs last**.
 - a. If the oral defense of the QP is last, then the Chair of the QP Committee signs off on the Announcement of Exam.
 - b. If the written Comprehensive Exam is last, then the Chair of the Comprehensive Exam Committee signs off on the Announcement of Exam.
12. After the student has 1) submitted the QP to a journal, 2) passed the oral defense, and 3) passed the written examination (not necessarily in this order), the student passes to candidacy by submitting to OGS the Application for Candidacy for the Doctoral Degree. The application must be submitted in the semester in which the student passes the exams. At this point, the five-year clock to finish the dissertation starts.
13. Changes to the timeline must be approved by the student’s QP committee and the Graduate Committee.

Qualifying Paper Requirements:

1. Will be single-authored by the PhD student.
2. Reflect the formatting, content, and rigorousness of scholarship published in its field.
3. Length: 7,000 to 10,000 words in length, excluding title page, preface, abstract, and bibliography.
4. Double-spaced, 12-point font, one-inch margins
5. The student needs to identify a target journal to which the QP will be submitted. The QP will be written and formatted according to the guidelines of that specific journal to which the student intends to submit the QP. Thus, the student must also provide the committee with documentation of that journal’s formatting requirements.
6. The QP must be written while the student is enrolled in PhD program, not before.

Evaluation Criteria:

The QP committee will rely on commonly used criteria appropriate for the discipline upon reviewing the paper. The following criteria are the ones used by *Spanish in Context*, which is a leading journal in Hispanic Linguistics.

- Importance of the topic to the discipline it relates to
- Originality of focus
- Strength of arguments
- Organizational clarity
- Stylistic quality
- Relevance and recency of references

Ph.D. Examinations: Proposed Timetable

This form is to be submitted to the departmental Graduate Advisor and Director of Graduate Studies Assistant at least one month **before** the scheduled exam date. The Graduate School must receive official notice of the examination at least two weeks prior to the beginning of the exams. By departmental policy, the Ph.D. examination process (written exams plus oral exam) must take place within the space of one month.

By university policy, the student must receive the results of the examination within two weeks of the end of the exams (i.e. the oral portion). The student's Committee on Studies should plan their timetable in order to meet these deadlines. No exams should be scheduled if all members of the committee will not be available to render a final verdict within the two-week period established by the Office of Graduate Studies.

Candidate: _____

Supervising professor: _____

Other Committee members: _____

Concentration: _____

Supporting field: _____

Date written exams to be given to candidate: _____

Date written exams to be turned in: _____

Date essay is to be given to candidate: _____

Date essay is to be turned in: _____

Date and time of oral exam: _____

Latest date to notify candidate of results: _____

Ph.D. Qualifying Paper and Exam: Proposed Timetable

This form is to be submitted to the departmental Graduate Advisor and Director of Graduate Studies Assistant at least one month before the first scheduled exam date. The Graduate School must receive official notice of the examination at least two weeks prior to the beginning of the last exam.

By university policy, the student must receive the results of the examination within two weeks of the end of the last exam. The student's Committee on Studies should plan their timetable in order to meet these deadlines. No exams should be scheduled if all members of the committee will not be available to render a final verdict within the two-week period established by the Office of Graduate Studies.

Candidate: _____

Qualifying Paper Committee: _____

Date written exams to be given to candidate: _____

Date written exams to be turned in: _____

Date and time of oral exam: _____

Exam Committee: _____

Date essay is to be given to candidate: _____

Date essay is to be turned in: _____

Latest date to notify candidate of results: _____

THE PH.D. DISSERTATION

There are no firm guidelines for the minimum or maximum length of a doctoral dissertation in literature or linguistics. However, a survey of recent dissertations from comparable programs, particularly dissertations which are well received and whose authors have obtained satisfactory employment, suggests that dissertations containing substantially fewer than 200 pages are in the minority. Similarly, few dissertations in this category contain more than 400 pages. Ultimately, the length of the dissertation should be the natural result of a well-enunciated research project, combined with faculty guidance.

All Ph.D. dissertations should use LSA, APA, or other appropriate style as approved by the dissertation director. Consult the University of New Mexico Catalog ([The Graduate Program](#)) and the Office of Graduate Studies website (<http://grad.unm.edu/home/>) for additional information on dissertation preparation.

The Dissertation Committee

The Dissertation Committee will consist of at least four members all of whom are approved by the Dean of Graduate Studies. If you are not sure if a committee is approved please contact the Graduate Advisor, Martha Hurd. If a committee member needs to have University approval to sit on your committee a CV of the member must be turned into the Graduate Advisor, Martha Hurd.

1. Chair must have approval as an UNM tenure or tenure-track professor in the department of Spanish and Portuguese or a retired professor who may continue their role as chair for one year after retirement.
2. The second member must have approval as an UNM tenure or tenure-track professor or is an individual whose main employer is UNM such as a research professor.
3. The third member (external/outside) must have approval as tenure or tenure-track professor if selected from the faculty of an institution other than UNM, or tenure or tenure-track professor at UNM if a UNM faculty member outside the student's discipline
4. The fourth member may be a non-faculty expert in the student's major research area or a tenure or tenure-track professor if selected from the faculty of an institution other than UNM, or tenure or tenure-track professor at UNM.

The Dissertation Committee must officially approve the dissertation proposal by the end of the semester following the semester in which the comprehensive exams were passed.

For additional information on doctoral programs, consult the University of New Mexico Catalog.

The Dissertation Proposal

The dissertation proposal should be outlined immediately after successful completion of doctoral examinations. As soon as the topic is fully developed, the proposal is submitted to the Dissertation Committee for evaluation. A meeting of the committee with the candidate shall be held to discuss and approve the proposal. The proposal is then submitted to the graduate advisor. Final deadline for approval is **six months after the exams are passed**. Delays will result in loss of eligibility for Teaching Assistantships (restorable only with approval of the proposal).

This document should be worded much like a grant application submitted to a review board of scholars not necessarily working in the same area, but with broad research interests in the Humanities. The writing should be straightforward, spare, and substantiated with carefully selected examples and citations (not foot- or end-noted, but with parenthetical references in the same style as used in the bibliography). It **must** fall within the parameters stated below and be presented in the following order:

I. COVER SHEET

II. PROPOSAL: 20-30 double-spaced pages (approx. 6,000-10,000 words).

III. SELECTED BIBLIOGRAPHY: 3–5 pages of single-spaced entries with one line between each entry. (The MLA, LSA, APA, or other appropriate style as approved by the dissertation director should be followed.)

I. COVER SHEET The cover sheet (below) should be completely filled out and accompany the proposal when turned into the Spanish and Portuguese Graduate Advisor.

II. The PROPOSAL text should include, in the following order:

(a) Full Working Title

(b) **Abstract or thesis statement:** The abstract is limited to 350 words in length, on the central problem(s) and major aims of the study. What preliminary results have been found?

(c) **Significance:** What contributions will the dissertation make to the particular area of study and to Hispanic studies in general? What are the broader implications of this project for the Humanities in general?

(d) **Background:** How is your project unique? Include a concise review of the most important literature on the proposed topic(s), method(s), and theoretical approaches of the study (including recent dissertations).

(e) **Data:** An overview of the primary and secondary sources to be investigated. Indicate what data have been collected, what sources consulted, and what field contacts made to date (if appropriate).

- (f) **Methodology:** What methods of analysis will be employed? What working hypotheses will inform these analyses?
- (g) **Pilot study:** where applicable, include the results of a pilot study to illustrate how the analysis will be conducted and what the possible results are.
- (h) **Plan:** Outline the probable chapters with a brief notion of what is to be included in each.
- (i) **Timetable:** Design a 6-, 12-, or 18-month feasibility projection indicating the progress of your research and writing. How can this project be realistically completed in the time allotted?

III. SELECT BIBLIOGRAPHY

For the Literature concentration: A list of published sources that is most pertinent to the proposed study (archival, manuscript, and field sources will be described under “Data” above). The entries should be divided into topic areas and be presented in a form consistent with the MLA citation style or other appropriate style as approved by the dissertation director.

For the Linguistics concentration: A list of all sources cited in the paper. This should be a comprehensive review of the literature in the field. They should be presented in a form consistent with the LSA or APA citation style or other appropriate style as approved by the dissertation director.

**UNIVERSITY OF NEW MEXICO
DEPARTMENT OF SPANISH AND PORTUGUESE**

Dissertation Proposal Cover Sheet

The dissertation proposal should be outlined immediately after the successful completion of the doctoral exams and must be approved no later than **six months after the exams are passed**. Please complete the following form and attach a copy of your dissertation proposal and return to the main office (Ortega Hall, Room 235).

Student's Name: _____

Date doctoral exams completed: _____

Date dissertation proposal due: _____

Proposed title of dissertation: _____

Date approved: _____

Committee Members

Print names

Committee Chair

Committee Signatures

Committee Chair

Comments:

Doctoral Dissertation Committees: The role of the dissertation committee is to supervise a doctoral candidate dissertation activity. (See appropriate sections of the Catalog for additional information. Each committee must consist of a minimum of four members approved by Graduate Studies; 2 of the 4 members must have Category 1 approval.

1. Chair must have approval as a Category 1, 5 or 3 if his/her appointment is within the student's major.
2. The second member must have approval as Category 1 or 3 if his/her appointment is within the student's major.
3. The third member (external/outside) must have approval as Category 2 if selected from the faculty of an institution other than UNM, or Category 1 if a UNM faculty member outside the student's discipline.
4. The fourth member can have approval as Category 1-6.
5. Co-Chair (optional) must have approval as a Category 1-6.

No more than one voting member may be in Category 4. Departments can impose a more restrictive structure for exam committees

Committee Category Definitions

Category One: UNM tenured or tenure-track faculty (Chair of committee)

Category Two: Tenured or tenure-track faculty at other institutions. (External member on dissertation committee. CV required.)

Category Three: Individuals (not tenured/tenure track) whose primary employer is UNM

Category Four: Others who are considered experts in the field. (CV required.)

Category Five: Emeriti/Emeritae faculty may continue to chair existing committees for up to one calendar year from the date of their retirement if the graduate unit approves. They may not be appointed chair of any new committees once retired.

Category Six:

After the first year of retirement, Emeriti/Emeritae faculty may continue to serve on committees if the graduate unit approves.

****This form is due to the Graduate Advisor (Ortega Hall 235) the semester after the dissertation proposal is approved. As well as when any changes to the committee are made.

Appointment of Dissertation Committee

Please type or print legibly.

Name of Student

UNM ID

Department

GENERAL TOPIC OF DISSERTATION COMMITTEE

Full Name

Graduate Unit or Institution

_____	_____
_____	_____
_____	_____
_____	_____

SIGNATURES OF APPROVAL

Doctoral Candidate

Date

Chair of Dissertation

Date

Chair of Graduate Unit

Date

The Dissertation Defense

After all members of the Dissertation Committee are satisfied that the dissertation is in acceptable final form, the dissertation is presented at an oral defense. The defense is publicly announced and is open to all interested observers. The purpose of the defense is to allow the candidate to answer specific queries concerning the work presented in the dissertation, to elaborate on points requested by members of the Dissertation Committee or other observers, and to make any additional comments or observations deemed appropriate. It is important that the defense not be scheduled until **all** members of the dissertation committee have read and approved **all** parts of the dissertation. Under no circumstances should a defense be scheduled while the candidate is still actively working on the dissertation, and that the necessary additions and improvements can be made after the defense.

The defense must be scheduled to take place at least **one month** before the Office of Graduate Studies filing deadline, and a **complete** draft of the dissertation (which **must include all of the following**: Table of contents, introduction, all chapters, conclusion, and complete bibliography) must be received by all Dissertation Committee members at least **one month** prior to the earliest possible date a defense may be scheduled. Once a defense date is scheduled the student must submit the announcement of examination online a minimum of two weeks before the defense date. The form is on my.unm.edu, for assistance please see the Graduate Advisor, Martha Hurd. All material must be turned into the Office of Graduate Studies within 90 days of the defense or the student will be required to redefend the dissertation. There will be **no exceptions** to these deadlines.

Dissertation deadlines

To have degree granted in the	Must have a complete dissertation to all committee members by	Have your oral defense by	Submit the final documents to the Office of Graduate Studies by their filing deadline of
Summer Semester	May 15	June 15	July 15
Fall Semester	September 15	October 15	November 15
Spring Semester	February 15	March 15	April 15

Graduation Ceremony

Ph.D. students with a dissertation defense scheduled before July 15 may walk at the commencement ceremony of the Department.

MEET THE OFFICE STAFF

Martha Hurd, is the Department Graduate Advisor. Originally from Vermont, Martha has lived in New Mexico for 41 years. She has obtained her BA in Psychology and Sociology from UNM. In her spare time she is remodeling her house and taking care of her many cats and dogs.

Kate Merrill, is the Undergraduate Advisor for Spanish and Arts and Sciences Sr. Academic Advisor for Arabic, Chinese, Classical Studies, Comparative Literature, East Asian Studies, French, German, Italian, Languages, Japanese, Portuguese, Russian, and Spanish. In 1994, Kate defected from the Midwest to attend UNM where she eventually earned a BA in Communication (with an emphasis on Organizational Communication). In her previous existence in Michigan, Kate was a Dial Designer, a Disc Jockey and an Audio Production Engineer.

Fabiola Parra-Oldham is the Department Administrator. She was born in Torreon, Coahuila Mexico. She moved to Albuquerque, New Mexico when she was ten years old. In 2011, she received a Master of Business Administration (MBA) degree in Accounting. She also has completed a BBA in Finance and a BA in Spanish with minor in Portuguese, all at the University of New Mexico. Proud Lobo!

MEET THE FACULTY

Jessica Carey-Webb (Ph.D. University of Texas - Austin) Jessica Carey-Webb's research specializes in the historical development, environmental representation, and sustainable future of Latin America and the Amazon region. In particular, she focuses on environmental issues and cultural representation of the Brazilian Amazon. Her current book project, *Eyes on Amazonia*, examines how race and gender inform structures of empire in the Amazon during a period of heightened national and international attention (the first rubber boom) from the late 19th to the early 20th century. The material she considers includes natural histories, travelogues, biography, fiction, photographs, and film. These narratives come from different genres although all aim to define, categorize, represent, or collect Amazonian territories and peoples in some manner. She engages in a transnational analysis of exploration, exploitation, and representation of the Amazon that examines the workings of imperialism and coloniality through the practices of French, North American, British, Colombian, and Brazilian actors. She has published in a variety of policy and literary outlets, as well as presented her work at international conferences. Dr. Carey-Webb holds a PhD in Spanish and Portuguese Cultural Studies from the University of Texas, Austin, as well as a BA in Comparative Literature, Spanish and Latin American Studies from the University of Michigan. Previously, she was a Mellon/ACLS public fellow for the Natural Resources Defense Council working on advocacy and policy related to Amazon deforestation.

Paulo Durta (Ph.D. Purdue University) Paulo Dutra, a Don Quijote aficionado, is a side effect of a self-legitimated system of privileged cultural representation that drove him into becoming a non-traditional college student, an addict to short story writing and reading, a poet, and a teacher/scholar in order to escape performing activities, for a living, that some machine could easily accomplish. He is the author of a short story collection *Aversão oficial: resumida* (Malê, 2018) and of a poetry collection *ablliterações* (Malê 2019), semifinalist of Prêmio Oceanos 2020. He specializes in the intersections of race and artistic and cultural production in Luso-Brazilian/Latin-American context with an emphasis on conducting independent approaches to literary and cultural production that present alternatives to mainstream practices. His scholarly work on Don Quijote, race in Machado de Assis's works, and Racionais MC's's rap music has appeared in journals and book chapters in Brazil, Argentina and The United States.

Richard J. File-Muriel (M.A., Ph.D. Indiana University Bloomington) was born in Midwestern, Illinois. While serving in the US Army at Fort Hood as a light-wheel vehicle mechanic, Rich took several courses at Central Texas College before returning home to complete an Associate in Arts degree at Heartland Community College and BA in Spanish from Illinois State University. After taking classes with Kirk Widdison and Mark Davies, Rich realized that his path was to be found in the study of language and completed his graduate study at Indiana University under the direction of Clancy Clements. Rich's research focuses on how frequency of use impacts the production and perception of language, specifically the sound patterns that we observe in popular speech. He conducts much of his research in Colombia, for which he was awarded a 2013 Fulbright at the *Universidad Nacional de Colombia*. His current research models individual variation in sound patterns, which is often ignored in sociolinguistics research. Rich and his partner Pilar codirect a biennial study abroad program and delegation to Colombia, which focuses on decolonization, interculturality and grassroots peace construction.

Ana Gabriela Hernández González (Ph.D. University of New Mexico). Prior to joining the faculty at University of New Mexico, she was visiting instructor at Emory University (2017-2019), and held position at Universidad Autónoma de Chihuahua (2001-2009). Dr. Hernández' primary scholarly focus is in textual representations of women in Mexican cultural memory. She specifically studies how magical/religious women have been represented in Mexican discourses that construct cultural identities in Mexico. She has published articles in *iMex, Mexico Interdisciplinario*, (Heinrich-Heine-Universität Düsseldorf, March 2016), *Confluencia Revista Hispánica de Cultura y Literatura* (University of Northern Colorado, Spring 2016), and *Transgresión Femenina*. Her interests as Assistant SSL Coordinator are focused in connecting literature with language acquisition.

Carmen Julia Holguín Chaparro (Ph.D. University of New Mexico) is Coordinator of Spanish 300 level courses (Intermediate Spanish), and Faculty Advisor. Along with her duties as a Coordinator and Faculty Advisor, one of her important duties is to work with Study Abroad and National/Domestic Equivalencies. She teaches several topics related to Latin American literature and culture (300 and 400 levels). Teaching areas of interest include the relationship between literature and film, short film, short fiction, the representation of the dictatorship phenomenon in the fine arts, and creative writing. Creative writing is one of her main interest considering that she is a poet and short story writer. She loves the power of the literary word. She has been participating in poetry conferences in different cities of Mexico, the United States, and Argentina. Also, she has published her poetic work in several anthologies and magazines in Mexico, the United States, Spain, Colombia, and Uruguay. She has authored the following books: *A tu prójimo amarás* (Poetry, 2008), *El que tenga oídos...* (Poetry, 2014), *La Oviedo rifa* (Short stories chapbook), *...Y a pesar de las cicatrices* (Poetry chapbook, 2015), and *Escucha* (Poetry, 2021). Also, she works as an independent editor. Works of poetry and non-fiction she has edited and/or copy editing include: *Tres mujeres al borde de la escritura* (2015, EEUU), *La mariposa del alma* (2016, Colombia), *Easy, Casual, Every Day Spanish* (2018, EEUU), *Desnuda ofrenda/Naked Offering*, bilingual edition (2019, EEUU), and *Filigranas de ultramar* (2021, Colombia).

Carmen Julia Holguín Chaparro (Ph.D. in Latin American Literature by The University of New Mexico) is Coordinator of Spanish 300 level courses (Intermediate Spanish), and Faculty Advisor. Along with her duties as a Coordinator and Faculty Advisor, one of her important duties is to work with Study Abroad and National/Domestic Equivalencies. She teaches several topics related to Latin American literature and culture (300 and 400 levels). Teaching areas of interest include the relationship between literature and film, short film, short fiction, the representation of the dictatorship phenomenon in the fine arts, and creative writing. Creative writing is one of her main interest considering that she is a poet and short story writer. She loves the power of the literary word. She has been participating in poetry conferences in different cities of Mexico, the United States, and Argentina. Also, she has published her poetic work in several anthologies and magazines in Mexico, the United States, Spain, Colombia, and Uruguay. She has authored the following books: *A tu prójimo amarás* (Poetry, 2008), *El que tenga oídos...* (Poetry, 2014), *La Oviedo rifa* (Short stories chapbook), *...Y a pesar de las cicatrices* (Poetry chapbook, 2015), and *Escucha* (Poetry, 2021). Also, she works as an independent editor. Works of poetry and non-fiction she has edited and/or copy editing include: *Tres mujeres al borde de la escritura* (2015, EEUU), *La mariposa del alma* (2016, Colombia), *Easy, Casual, Every Day Spanish* (2018, EEUU), *Desnuda ofrenda/Naked Offering*, bilingual edition (2019, EEUU), and *Filigranas de ultramar* (2021, Colombia).

Kimberle S. López (Ph.D. University of California, Berkeley) holds a BA in Spanish, Russian, and French. She received her MA in Spanish and PhD in Hispanic Languages and Literatures from the University of California, Berkeley. She teaches 19th- and 20th-century Latin American narrative. In 2002, she published *Latin American Novels of the Conquest: Reinventing the New World* for which she received grants from the National Endowment for the Humanities and from the Oregon Humanities Center. This book examines the representation of colonial desire in a corpus of recent Latin American historical fictions that rewrite the chronicles of the conquest and colonization of the Americas. Her recent research focuses on themes such as the relationships among ethnography, history and fiction; cannibalism, colonialism, and commodity fetishism; and international adoption, migration, exile, and diaspora.

Miguel López Lozano (Ph.D. University of California, Berkeley) Latin American Literature XX and XXI Centuries and Border Studies.

Kathryn McKnight (Ph.D. Stanford University) teaches and writes early modern Spanish American cultures, focusing on women's writings, Afro-Latino narratives, and health humanities. Her most recent work is an OER textbook co-authored with Jill S. Kuhnheim [*Para vivir con salud: leyendo la salud y la literatura*](#) (2021). McKnight's book [*The Mystic of Tunja. The Writings of Madre Castillo, 1671-1742*](#) (1997) explores how one woman molded an autobiographical voice, empowered and constrained by the Church; the book received the MLA's Katherine Singer Kovaks Prize in 1998. McKnight has published and studied documentary narratives by people of African descent from colonial archives, in which speakers conform to and challenge social relationships based on colonialism, slavery and seventeenth-century conceptions of race and gender. She edited a special volume of the [*Journal of Colonialism and Colonial History*](#) (2004) on colonialism and slavery, and her [*Afro-Latino Voices: Narratives from the Early Modern Iberian World, 1552-1808*](#), coedited with historian Leo Garofalo was published in 2009. Her articles have appeared in the *ADFL Bulletin*, the *Colonial Latin American Review*, the *Colonial Latin American Historical Review*, *Revista de Estudios Hispánicos* and edited volumes.

Anna María Nogar (Ph.D. The University of Texas at Austin, Hispanic Literature and Mexican American Studies) is Professor of Hispanic Southwest Studies in the Department of Spanish and Portuguese at the University of New Mexico. Her published books include the prizewinning texts *Quill and Cross in the Borderlands: Sor María de Ágreda and the Lady in Blue, 1628 to the Present* (2018), *A History of Mexican Literature* (2016), and *Sisters in Blue/Hermanas de azul* (2017), as well as *Colonial Itineraries of Contemporary Mexico* (2014). In 2021, she published *El feliz ingenio neomexicano: Felipe M. Chacón and Poesía y prosa*, on the 19th century nuevomexicano poet Felipe Maximiliano Chacón. Her publications *A History of Mexican Poetry* and *A History of the Mexican Novel* (Cambridge UP) are forthcoming.

Mary Quinn (Ph.D. University of California, Berkeley) Came to UNM in 2006. She is a specialist in pre-modern Spanish literature and is particularly interested in the ways in which the formation of both the nation and the empire of Spain are reflected in the cultural production of the early modern period. Her book, *The Moor and the Novel: Narrating Absence in Early Modern Spain* (Palgrave 2013) engages both literature and history to uncover fundamental connections between nationalist violence, religious identity, and the birth of the novel. Her current book project centers on the celebrations (literary, musical, and theatrical) for the birth of Prince Felipe Próspero (1657) across the Hapsburg empire.

Eva Rodríguez-González (M.A. University of Santiago de Compostela, M.A. and Ph.D. University of Kansas) was born and raised in Galicia, Spain. She received her BA and Teaching Certification in English from the University of Santiago de Compostela (Spain). Her research focuses on adult Language Acquisition, Psycholinguistics and Language Pedagogy. Her recent projects involve interdisciplinary approaches to the study of Spanish-English code switching and the scholarship of teaching and learning of Spanish language.

Eleuterio Santiago-Díaz (Ph.D. Brown University) is a professor of Latin American literature. Teaching areas and research interests include Hispanic Caribbean literature, Afro-Hispanic literature and culture, Latino Caribbean literature in the United States, critical theory on race, writing and modernity, and Latin American poetry.

Angelica Serna Jeri (Ph.D. University of Michigan) is a scholar of indigenous languages and cultures in Latin America with a focus on the Andean region and the Quechua language family. Her scholarship and teaching meet at the intersection of indigenous studies, postcolonial theory & subaltern studies, digital humanities and material culture.

Naomi L. Shin (Ph.D. City University of New York Graduate Center) focuses on child language acquisition, bilingualism, and sociolinguistics. Her theoretical research examines how patterns of morphosyntactic variation are acquired during childhood in monolingual and bilingual contexts. Her applied work has focused on developing a sociolinguistic approach to teaching Spanish grammar. Shin co-directs the [Lobo Language Acquisition Lab](#), which is engaged in research on children's acquisition of minority languages and community outreach efforts promoting bilingualism in New Mexico.

Damián Vergara Wilson (Ph.D. University of New Mexico) is the coordinator of the Sabine Ulibarrí Spanish as a Heritage Language Program. His main areas of research and teaching are historical linguistics, sociolinguistics and sociology of language. One of his chief goals is to use these areas of study to support and inform the field of teaching of Spanish as a heritage language in the Southwest. A second goal is to advance research that examines the utility of usage-based theories of linguistic representation as accounting for language change and variation.

Santiago Vaquera-Vásquez (Ph.D. University of California, Santa Barbara) Specializing in Creative Writing, contemporary US Latino/a Literatures and Cultures, US/Mexico Borderlands, Mexican cultural studies and Latin American literature, Dr. Vaquera-Vásquez has taught courses on Mexican-American and US/Mexico borderlands literature and popular culture. His creative and scholarly work in general examine questions of border crossing, community formation, and storytelling in contact zones. Author of the chapbook, *Algún día te cuento las cosas que he visto* (2012), three collections of short stories, *Luego el silencio* (2014), *One Day I'll Tell You the Things I've Seen* (2015), *En el Lost y Found* (2016), and the novel *Nocturno de frontera* (2020). His literary work has been published in anthologies and literary journals in Europe, Latin America, and the United States.

GOALS & STUDENT LEARNING OUTCOMES FOR THE M.A.

2021-2022

These goals and outcomes guide the Program Assessment required by the University for accreditation

Broad Learning Goals	Student Learning Objectives (SLOs)	Measurement of SLOs
Students will acquire a broad knowledge of Hispanic and/or Portuguese languages, literatures and cultures.	Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics.	M.A. comprehensive exams
Students will develop and utilize academic forms of written and oral communication in Spanish or Portuguese.	1.0 Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses. 2.0 Students will attend a professional development event- a conference, workshop, fieldwork OR participate in such an event by giving a scholarly talk or conducting a workshop or fieldwork.	Students will complete a survey and provide documentation by end of spring semester.
(for Teaching Assistants only) Students will acquire and practice effective language teaching pedagogies.	Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively.	

GOALS & STUDENT LEARNING OUTCOMES FOR THE PH.D.

2021-2022

These goals and outcomes guide the Program Assessment required by the University for accreditation

Broad Learning Goals	Student Learning Objectives (SLOs)	Measurement
Students will acquire a broad knowledge of Hispanic and/or Portuguese languages, literatures and cultures.	1.0 Students contextualize primary texts or data within a broad knowledge of Iberian and Latin American/Southwest Hispanic literature and Hispanic linguistics. 2.0 Students will discuss the central issues of their field of specialization.	All PhD students will submit one research paper to assessment coordinator by the end of the fourth semester of their program to be evaluated by the Faculty graduate advisor and graduate committee.
Students will develop and utilize academic forms of written and oral communication in Spanish or Portuguese.	1.0 Students will write coherent, academic essays or research papers analyzing literary, linguistic or cultural topics, utilizing current literary theories and methods or conducting empirical analyses. 2.0 Students will attend professional development events- a conference, workshop, fieldwork, AND participate in such an event by giving a scholarly talk or publishing an article. 3.0. Students will complete a significant research project, making an original contribution to the field.	Students will complete a survey and provide documentation by end of spring semester.
(for Teaching Assistants only) Students will acquire and practice effective language teaching pedagogies.	1.0 Teaching Assistants apply knowledge of current Second Language and/or Heritage Language Acquisition theory and pedagogy by teaching their classes effectively.	

CALENDAR OF FELLOWSHIP DEADLINES

All graduate students are encouraged to apply for grants, scholarships, and fellowships. Many fellowships and scholarships are not listed and students are encouraged to research and apply for fellowships and scholarships. The first scholarships listed, below, are those that are most often awarded to graduate students in the Department of Spanish and Portuguese. Following are additional scholarships that are especially relevant for supporting dissertation research and writing.

OGS Fellowships:

Fellowship	Deadline
Research Project and Travel Grants	September
Graduate Fellowships	February
Graduate Dean's Dissertation Fellowship	March
UNM-Mellon Doctoral Completion Fellowship	March
Bilinski Fellowship in the Humanities	March

Deadline dates may change so please check the OGS web site often for current or more information. <http://grad.unm.edu/funding/fellowships/index.html>

Latin American Iberian Institute Grants: Deadline dates for these grants and fellowships have not been posted yet. The following deadline information is approximate. For exact deadlines you can contact LAII 277-7044.

[Field research grants](#) are due the beginning of March and October
[LAII PhD Fellowship](#) is due in early February to the Department of Spanish and Portuguese
 Title VI Fellowship

Dept. of Spanish and Portuguese
 Criteria for selection of LAII Dissertation Awards
 April 7, 2010

Category	Description
Comprehensive Exam	Expectation that PhD students will have passed their exams. Special attention given to those who have passed with distinction
Academic Publications	Those published or accepted for publication during time at UNM. Sign of interest in professional development.
Dissertation Proposal	Should include a specific research question to be examined or an argument that will be presented. Methodology and theoretical

	framework should be provided. Written in simple, clear language. Special attention given to those who have already passed their defense of proposal. Interest in originality of dissertation.
Presentations	Those given during time at UNM. Sign of interest in professional development
Honors/awards	Includes TA supervisor, travel grants, scholarships, recognition as a TA, etc.
GPA	Performance in graduate classes at UNM.
Timely progress	Includes year entered in program and expectation of graduation date. Timeline that shows research completed or underway, organization of dissertation, status of completion of chapters
Letters of recommendation	Should address criteria listed above, if more than one letter written for candidates for this award, faculty should rank candidates.
Dept or University service	Graduate student committees, mentoring programs, service for dept.

OTHER FELLOWSHIPS

Fellowship & Dates	Description	Instructions
Woodrow Wilson Dissertation Fellowships in Women's Studies Deadline: ca. October 15 <i>International students are eligible</i>	The Woodrow Wilson Dissertation Fellowship in Women's Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. The Fellowships support the final year of dissertation writing for Ph.D. candidates in the humanities and social sciences whose work addresses topics of women and gender in interdisciplinary and original ways.	http://woodrow.org/fellowships/womens-studies/
Mellon/ACLS Dissertation Completion Fellowships Deadline: ca. October	Mellon/ACLS Dissertation Completion Fellowships, which support a year of research and writing to help advanced graduate students in	Completed applications must be submitted through the ACLS Online Fellowship Application system

	the humanities and related social sciences in the last year of PhD dissertation writing. Stipend: \$30,000, plus funds for research costs of up to \$3,000 and for university fees of up to \$5,000. One year beginning in summer.	(https://www.acls.org/programs/dcf/) .
UNM Graduate Student Success Scholarship Deadline: July & November	The Graduate Success Scholarships provide support for program continuation and completion. The Graduate Success Scholarships provide at least \$1,000.00 and up to \$7500.00 per student per semester for terminal master's degree students and at least \$1,000.00 and up to \$9,000.00 per student per semester for doctoral students. The scholarships may be renewable up to two semesters. Tuition and health care are not included as part of the award.	http://grad.unm.edu/funding/scholarships/student-success.html Colleges (not departments or students) must submit the list of their nominees along with the application packets for each nominee to Graduate Studies
The Charlotte W. Newcombe Doctoral Dissertation Fellowships of the Woodrow Wilson National Fellowship Foundation. Deadline: ca. November 15 <i>International students are eligible</i>	Designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help Ph.D. candidates in these fields complete their dissertation work in a timely manner. In addition to topics in religious studies or in ethics (philosophical or religious), dissertations appropriate to the Newcombe Fellowship competition might explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other cultures, and religious or ethical issues	http://woodrow.org/fellowships/newcombe/

	reflected in history or literature.	
Mellon Fellowships for Dissertation Research in Original Sources Cycle opens: August Deadline: ca. December 2 Announcements: April	The Council on Library and Information Resources (CLIR) is pleased to offer fellowships generously funded by The Andrew W. Mellon Foundation for dissertation research in the humanities or related social sciences in original sources.. The program offers about fifteen competitively awarded fellowships a year in amounts up to \$25,000. Each provides a stipend of \$2,000 per month for periods ranging from 9-12 months.	https://www.clir.org/fellowships/mellon/mellon.html
Ford Foundation Fellowship Programs Predoctoral application deadline: ca. December 14 Dissertation and Postdoctoral application deadlines: ca. December 7 <i>Eligible: U.S. citizens, U.S. nationals, and U.S. permanent residents (holders of a Permanent Resident Card), as well as individuals granted deferred action status under the Deferred Action for Childhood Arrivals Program</i>	Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.	http://sites.nationalacademies.org/PGA/FordFellowships/
Field Research Grants Latin American & Iberian Institute Deadlines: ca. March 22 & ca. December 31 <i>International students are eligible</i>	For field research in or strongly related to Latin America. Look for announcements of Help Sessions	http://lail.unm.edu/funding/tinker.php

LAII PhD Fellowship: Cycle opens: November Departmental Deadline: ca. February 5 / LAII deadline: ca. February 20 Send two announcements <i>International students are eligible</i>	LAII partner departments at UNM may nominate Ph.D. students whose research focuses on Latin America or Iberia. The LAII awards ten fellowships annually. The fellowship provides a stipend and a waiver of tuition and fees. Students who are awarded LAII Ph.D. Fellowships may receive other awards that directly support the costs of research activities, but they may not receive both the LAII Ph.D. Fellowship and any other fellowship that provides a basic living stipend.	http://lail.unm.edu/funding/phd.php The Graduate Committee ranks and nominates up to four students. See rubric. More advanced students are preferred. First-year fellows must reapply, with an abbreviated application procedure. GC provides feedback to applicants to support improve proposals.
Russell J. and Dorothy S. Bilinski Fellowship in the Humanities Deadline: ca. March 1 <i>Eligibility: citizen of the US, or a permanent resident of the US, eligible to apply for citizenship</i>	The University of New Mexico invites advanced doctoral students in seven UNM graduate programs, including Spanish & Portuguese. Bilinski Fellowships include a \$31,000 stipend per award period (May 15 to July 15 the year after), and a stipend for health insurance. Applicants must be full-time doctoral students, having completed all qualifying departmental examinations and course requirements and advanced to candidacy. Fellowship recipients must commit to defending their dissertations within the term of the award.	http://artsci.unm.edu/for-students/fellowships/index.html
Graduate Dean's Dissertation Fellowship Deadline: ca. March 3 <i>International students are eligible</i>	To provide one year financial assistance to students nearing completion of a terminal (PhD, EdD, or MFA) degree. Eligibility for Nomination Candidates will be considered only through nomination by	http://grad.unm.edu/funding/fellowships/deans-fellowship.htm

	their academic unit. They must be in the process of writing the dissertation, and anticipate completion by the end of the following year. Previous Recipients/Nominees will not be eligible.	
Fulbright Hays Fellowship Doctoral Dissertation Research Abroad Fellowship Deadline: ca. March 6 <i>Eligibility: citizen of the US, US national, permanent resident of the US</i>	This federal [U.S. Dept. of Education] program provides funds for travel expenses, dependents allowances, research-related expenses and health insurance premiums for doctoral students who have advanced to candidacy and are planning a career in teaching. Recipients must be a U.S. citizen or permanent resident, in good standing in their doctoral program in modern foreign languages and area studies, and have adequate skills in the language necessary to carry out the dissertation project.	The UNM representative and contact person for this program is the Dean of Graduate Studies.
UNM-Mellon Doctoral Completion Fellowships Deadline: ca March 10 <i>Eligibility: Must be a US citizen</i>	The UNM-Mellon Program is open to advanced doctoral candidates from participating programs, which include Hispanic Linguistics and Literature. The goal of the UNM-Mellon Doctoral Fellowship Program is to increase the number of doctorates awarded to students whose dissertation research integrates humanities and social sciences perspectives on issues of importance to Native American and/or Hispano communities in the US and Latin America.	For further information, contact Dr. Adriana Ramírez de Arellano, UNM-Mellon Program Coordinator at: ardap@comcast.net
Field Research Grants	For field research in or strongly related to Latin	http://laili.unm.edu/funding/tinker.php

Latin American & Iberian Institute Deadlines: ca. March 22 & ca. December 31 <i>International students are eligible</i>	America. Look for announcements of Help Sessions	
UNM Graduate Student Success Scholarship Deadline: July & November <i>International students are eligible</i>	The Graduate Success Scholarships provide support for program continuation and completion. The Graduate Success Scholarships provide at least \$1,000.00 and up to \$7500.00 per student per semester for terminal master's degree students and at least \$1,000.00 and up to \$9,000.00 per student per semester for doctoral students. The scholarships may be renewable up to two semesters. Tuition and health care are not included as part of the award.	http://grad.unm.edu/funding/scholarships/student-success.html Colleges (not departments or students) must submit the list of their nominees along with the application packets for each nominee to Graduate Studies