

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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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 our graduate student population. The selection of new graduate students is one of the tasks that the departmental faculty take most seriously, and working with our graduate students is one of the activities that we most look forward to. 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. We have excellent faculty who 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 that you are also passionate about opening your minds in many different ways. We hope that you take advantage of the many cultural experiences that the department, the university, the community, and the state have to offer. 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.

As a graduate student I made many friends who have remained colleagues and friends throughout the years. I wish that for you also. These years will be intellectually challenging for you and I hope that you will work closely with your fellow graduate colleagues as well as with your faculty to make this experience a rich and valuable one. Please feel free to drop by with your questions and comments or just to chat. My door is always open to you. I look forward to seeing the returning graduate students and to welcoming the new ones.

With best regards for a successful academic year

Tey Diana Rebolledo
Distinguished Professor
Regents' Professor
Chair

HISTORY OF THE DEPARTMENT

Graduate instruction in Spanish and Portuguese has been taught here at The University of New Mexico since 1937 and 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, and the Alfred Rodríguez Guest Lecturer Series after yet another. Aurelio Espinosa, who wrote the most comprehensive description of 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. Professor Emeritus Angel González, poet and winner of many prestigious literary awards, is a member of the Real Academia de la Lengua Española. The Department has also been home to several other writers of worldwide fame: Ramón Sender, Gustavo Sainz, and Sabine Ulibarrí. 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 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.

M.A. IN SPANISH AND PORTUGUESE

The University of New Mexico 2007 – 2008

The University of New Mexico offers the M.A. degree in Spanish with three areas of concentration: Hispanic Literature, Hispanic Linguistics, and Hispanic Southwest Studies. Also offered is an M.A. degree in Portuguese. Departmental financial assistance in the form of teaching assistantships is 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.

Prerequisites

All applicants should complete an application either on-line or paper forms, a residency form, an official transcript and the application fee, which should be sent the Office of Graduate Admissions at The University of New Mexico. International students should contact the office of International Admissions for a list of required material and deadlines. Copies of materials sent the Office of Graduate Admissions and all other material should be sent to the Department of Spanish and Portuguese. The deadline for application for regular admission is July 30 for Fall; November 30 for Spring; and May 30 for Summer. Financial assistance is awarded for Fall only with an application deadline of January 15 for first consideration. All application material can be found on the web at <http://www.unm.edu/~grad/admissions/admissions.html> or at www.unm.edu/~spanport/. 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 official transcript of all academic work to be sent directly to the Office of Graduate Admissions.
3. 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 including such as Spanish Phonetics, Advanced Grammar, and surveys of Latin American and Peninsular literature, or the equivalent in Portuguese.
4. Candidate must fill out a Departmental Application which is available on the department web site <http://www.unm.edu/~spanport/>
5. Candidates seeking a Teaching Assistantship must submit a 5-10 minute standard cassette tape autobiography following departmental guidelines. The tape will be in Spanish or Portuguese, whichever language the candidate is applying to teach. Native Speakers of

languages other than English must also provide a taped statement in English of equal length.

6. All graduates of U.S. universities must present GRE scores; native speakers of languages other than English who graduate from non-U.S. universities must successfully pass the TOEFL test (computer score of 213 or better or a written 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.
7. Applicants must provide three letters of reference, preferably from professors or others who are familiar with their academic qualifications. Recommendations should be provided on recommendation forms included with the application packet or on the departmental stationery of the person recommending the applicant. Letters should be placed in a sealed envelope and signed across the seal by the recommender.

Degree Description

The M.A. is offered under plan I (thesis) and plan II (coursework). Plan I requires a minimum of 27 hours of coursework, comprehensive examination, and a thesis. Plan II requires 33 hours of coursework and comprehensive examinations. Under plan I, a thesis proposal must be submitted to the student's thesis committee no later than the semester before the beginning of the fourth semester of study when the student will register for 6 hours of thesis credit. 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 400-level or above. **Relevant electives outside of the Department may be taken only if pre-approved by the departmental Graduate Committee.**

1. Concentration in Hispanic Literature

18 hours of Hispanic Literature approximately evenly divided between Spanish American and Peninsular Spanish courses. SPAN 601 (Literary Theory) may be included.

3 hours of Hispanic Linguistics (teaching methodology class, e.g., SPAN 541 Research Methodology for Teachers and SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language, may not be included).

3 hours of Portuguese* or Hispanic Southwest Studies.

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

SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language (required of TAs and to be taken during the TA's first Fall semester).

3 – 6 hours (depending on whether a teaching methodology class is taken) of electives or thesis.

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). **Relevant electives outside of the Department may be taken only if pre-approved by the departmental Graduate Committee.**

** Graduate students in Spanish with an interest in Portuguese should consider enrolling first in Port. 461, a graduate level intensive language and culture class. The class is designed to prepare students with the necessary skills to take Portuguese content courses in literature and culture. The Portuguese language, as well as Brazilian literature and culture, share many similarities with the Spanish language and Spanish American literature and culture. Coursework in Portuguese will enhance students' understanding and appreciation of both languages and of the literatures and cultures of Latin America.*

2. Concentration in Hispanic Linguistics

21 hours in Hispanic linguistics (See MA Courses: Hispanic linguistics).

3 hours of Hispanic Literature.

3 hours of Portuguese or Hispanic Southwest Studies.

SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language (required of TA's and to be taken during the TAs first Fall semester).

3 hours of electives or 6 hours of thesis.

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). **Relevant electives outside of the Department may be taken only if pre-approved by the departmental Graduate Committee.**

3. Concentration in Hispanic Southwest Studies

6 hours of Hispanic Linguistics (must include at least one course on Southwest Spanish; teaching methodology class, e.g., SPAN 541, does not satisfy Hispanic Linguistics requirement).

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

SPAN 502 Research and Critical Methods.

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

SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language (required of TAs and to be taken during the TAs first fall semester).

6 hours of relevant electives (depending on whether teaching methodology class, e.g., SPAN 541, is taken) in the Department or outside (e.g., History, Linguistics, Social Sciences) or thesis.

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). **Relevant electives outside of the Department may be taken only if pre-approved by the departmental Graduate Committee.**

** Graduate students in Spanish with an interest in Portuguese should consider enrolling first in Port. 461, a graduate level intensive language and culture class. The class is designed to prepare students with the necessary skills to take Portuguese content courses in literature and culture. The Portuguese language, as well as Brazilian literature and culture, share many similarities with the Spanish language and Spanish American literature and culture. Coursework in Portuguese will enhance students' understanding and appreciation of both languages and of the literatures and cultures of Latin America.*

4. Concentration in Portuguese

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.

All Portuguese coursework counted toward M.A. credit requirements must be in courses approved by the Department at the PORT 400-level or above. 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). **Relevant electives outside of the Department**

may be taken only if pre-approved by the departmental Graduate Committee.

Other requirements

1. 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.

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 third (plan I) or fourth (plan II) semester of graduate study at times specified by the Department. The examination will be administered by an examination committee and will be based on the reading list designed for each concentration.

THE STATEMENT OF INTENT BY APPLICANTS TO M.A. OR PH.D.

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.

M.A. APPLICANTS

For applicants to the M.A. program, the statement should include 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, and a clear indication of the reasons for pursuing a graduate degree. 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. In addition, 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.

Ph.D. APPLICANTS

The Ph.D. is a research-oriented degree which presupposes both the ability and the interest in undertaking sustained original research including publication, scholarly presentation, and teaching. Applicants to the Ph.D. program should outline their previous graduate studies with as much detail as possible. They should also describe their specific interests, including possible dissertation topics, collateral areas, and related research. To the extent possible, they should identify specific faculty members and/or university and community resources that would make their doctoral project feasible at the University of New Mexico, and should justify the choice of UNM as the appropriate institution for their doctoral career. Finally, and most importantly, they should elaborate on their academic background and their abilities to conduct original in-depth research, and should describe their future professional plans and aspirations.

LANGUAGE TAPE

Candidates seeking a Teaching Assistantship must submit a standard cassette tape autobiography following departmental guidelines. The tape will be in Spanish or Portuguese, whichever language the candidate is applying to teach. Native speakers of languages other than English must also provide a taped statement in English of equal length. The tape 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 tape 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 tape, or a telephone or personal interview.

TEACHING ASSISTANT SUPPORT

M.A. PROGRAM: 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. Those students in the Department of Spanish and Portuguese who receive a teaching assistantship will (unless the letter of offer stipulates otherwise) normally be assured of **two years** (4 semesters) of TA support (exclusive of summer teaching), contingent upon academic progress in departmentally approved classes and satisfactory teaching. There will be no extensions to the four-semester limit of assistant support.

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) receive a guarantee of **three years** (six semesters) of TA support (exclusive of summer teaching), contingent upon academic progress in departmentally-approved classes and satisfactory teaching. A fourth (final) year 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 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.

NOTE:

A *sine qua non* for signing your teaching assistantship contract is proof that you have registered for the required number of **approved** courses for the semester of the contract.

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.

Moreover it is expected that you treat staff, faculty and other students with respect. This is particularly important in regards to messages sent on email.

GENERAL CONDITIONS:

Deviation from the rules stipulated here may constitute a breach of contract and 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
- Follow all guidelines and rules of the syllabus
- Attend all meetings called by the Coordinator or Department Chair
- Attend Orientation Week activities conducted every year before the beginning of fall semester
- Attend all practicum sessions
- Enroll in SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language, during the first fall semester of employment at UNM, regardless of prior experience elsewhere
- Keep at least three office hours per week, 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
- 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

- Arrange to pick up exams and other materials the previous working day if teaching evening, Saturday or 8:00am classes
- Follow any other rules or regulations set forth by the Coordinator, the Chair of the Department of Spanish and Portuguese, and the Departmental Graduate Advisor
- TAs must maintain 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 Coordinator.
- Give a student waiting to get into their class permission to do so
- Sign yellow cards or send students who want to enter their class to see the Coordinator. (Students must go to the Registration Center to add a class IF it is open.)

UNM GRADUATE INSTRUCTOR CONTRACT

General course administration

- The **second** 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 beginning Spanish language course) and/or turning in an orange

Verification Card to the instructor. The instructors are to collect an orange card from every student by the end of the second week.

- 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 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.
- TAs/Instructors are to turn in the exact number of students they have per class to the Coordinator's office by the second week. The Administrative Assistants need these figures in order to prepare the exams.
- During the last week of class all TAs/Instructors are to have their students fill out Instructor Course Evaluation (ICES) forms. A student volunteer should collect these forms and take them to the departmental office, Room 235 Ortega Hall. When they become available, that is, after the evaluations are returned from the Computer Information Resources and Technology (CIRT), the Coordinator will check them and return them to the TAs/Instructors with the appropriate comments. The TA/Instructor will then discuss them with the Coordinator.
- 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 and Quizzes:

- Hour exams (including the final exam) are to be given as close to the date specified on the exam schedule as possible; 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 promptly and follow the Coordinator's guidelines for grading.

- Final exams are to be handed in to the Coordinator and will be kept by the Department for one year after their administration. All extra copies are to be returned to the Coordinator's office.
- TA/Instructor will give quizzes periodically to ascertain students' progress in class. (The number of quizzes are already specified in the class schedule but a TA/Instructor may choose to have more, not fewer, quizzes if appropriate.)
- A TA/Instructor **may not** reveal to students the content 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.

Outside employment:

Graduate students holding a teaching assistantship are allowed to work a maximum of 10 hours per week in employment outside the Department.

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 Assistant 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
 - ICES
 - Coordinator observations
 - Number of previous semester taught
- Service to the Department

MENTORS, SUPERVISORS, AND REGISTRATION

Each graduate student in the Department of Spanish and Portuguese will have an individual faculty member as mentor and advisor. The area of expertise of the faculty member should coincide with the student's proposed plan of studies. Among other things, the mentor will assist the student with planning a course of studies and with the selection of courses for each semester.

Each incoming M.A. student will be assigned to a faculty member based on the field of studies described in the student's letter of intent. The student may later choose another faculty mentor. 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 Graduate Committee.

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.

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 departmental Graduate Committee. A *written* copy of the petition must be given to the Graduate Advisor and to the Chair of the Department. Petitions pertaining to a particular semester's courses, such as independent study requests, must be turned in by the Thursday of the first week of instruction of that semester in order to allow for the petition to be considered during the "add" period. Students should use petitions sparingly, since in the vast majority of cases existing departmental norms will be found to apply.

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

- Permission to take an independent study/problems course.
- Permission to take an elective course outside the department.
- Permission to switch from one M.A. concentration to another.
- Permission to take more than 12 hours of graduate courses per semester.
- Permission to transfer courses from another program.*

**Due to OGS regulations all transfer credits must have a 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 entertain any petition to 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 Committee on Studies.

INDEPENDENT STUDY/PROBLEMS COURSES

Independent study or problems courses are normally 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 a degree program, which must be approved by the departmental Graduate Committee **prior** to beginning the course.

A student contemplating an independent study/problems course should petition the departmental Graduate Committee, turning in copies of the form (available from the Graduate Administrative Assistant) to the Departmental Graduate Advisor and Departmental Chair. 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.

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 2-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 Administrative Assistant'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 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, s/he 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 have the option of writing the exams by hand, or taking the exams on the computers in the Language Learning Center. Advance notice of intention to use the computers must be given and candidates should familiarize themselves with the word-processing software available on the computers. Students who are using a computer are encouraged to take the necessary precautions against disk failures and other technical mishaps. For exams written by hand, each student will write the exams in **black ink**, using only **one** side of each sheet of paper. At the end of the exam, the proctor will copy each student's responses and return a photocopy to the student. Each student will then have **48 hours** from the end of the examination to provide a **typed** or **word-processed** version of his or her responses. This facilitates rapid and accurate grading. In preparing the typed version, **no** changes may be made from the original except to correct typographical errors and spelling. In particular, no names, dates, or other technical details may be changed from the original exam responses. Any evidence of improper alteration of responses during the copying process will result in a failing grade for the entire comprehensive examination and dismissal from the graduate program. No extensions beyond the 48-hour limit will be allowed.

Candidates will be informed of the results of the M.A. comprehensive examination within two weeks of the date of the examination and will be provided with a composite of the comments made by individual faculty readers.

SUBJECT AREAS OF M.A. EXAMS

Hispanic Literature: The exams consist of four 2-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 2-hour questions from the following areas: (1) historical linguistics; (2) phonology; (3) morphosyntax; (4) discourse and pragmatics; (5) language variation; (6) language acquisition and teaching. Students will choose four of the above six areas to be examined in, and will inform the Graduate Administrative Assistant of their decision no later than the end of the semester prior to taking exams.

Hispanic Southwest Studies: The exams consist of four 2-hour questions in each of the following areas: (1) Chicano literature; (2) folklore/popular culture; (3) sociolinguistics/Southwest Spanish; (4) general/Chicano literature. Questions which overlap these areas may be given from time to time.

Portuguese Studies: The exams consist for four 2-hour questions on Brazilian literature: (1) The colonial period, (2) The 18th – 19th Century and (3) and (4) cover the 20th Century. Questions which overlap these time periods may be given from time to time.

PROGRAM OF STUDIES FORM

The Program of Studies form, which can be obtained from the Graduate Administrative Assistant, **must** be filled out and submitted to the Graduate Administrative Assistant (who will forward these forms to the Office of Graduate Studies) **at the beginning of the semester prior to taking the comprehensive exams**. Failure to submit these forms in the preceding semester **will** result in a delay of the Master's comprehensive examination and a delay of graduation.

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. 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 early 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 Administrative Assistant a Thesis Declaration form the semester **before** they intend to start taking thesis hours (see page 22). For starting a thesis in Spring the form is due November 15 and for starting a thesis in Fall the form is due April 15.

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.

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

THESIS DECLARATION FORM

The Thesis Declaration form should be completed the semester before thesis hours are started. Please complete the following form and attach a copy of your thesis proposal and return to 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:

M. A. READING LIST: HISPANIC LITERATURE 2007-2008

Peninsular Spanish Literature

Medieval

Poema de mio Cid, c. 1207

Libro de Apolonio, c. 1250

Gonzalo de Berceo, *Milagros de Nuestra Señora*, c. 1250: Introducción [st. 1-47]; 1, 8, 16, 20, 21, 24

Libro del Cavallero Zifar, 1305

Juan Ruiz, Arcipreste de Hita, *Libro de Buen Amor*, 1330, 1343

Don Juan Manuel, *El Conde Lucanor*, 1335: Prólogo; Ejemplos 2, 10, 11, 28, 35, 36, 42, 45, 48, 50

Romances. *El romancero viejo*, ed. Mercedes Díaz Roig (Cátedra): S. XV Romances 38-42 (Seducción del la Cava; La venganza de don Julián; Visión del rey Rodrigo; La derrota de don Rodrigo; La penitencia de don Rodrigo); 54-66 (Del Cid Ruy Díaz [Cabalga Diego Laínez. . .]; De Jimena Gómez; Por el Val de las Estacas; Del rey don Fernando primero; De doña Urraca; Del Cid Ruy Díaz [A fuera . . .]; Del rey don Sancho de Castilla; Reto de los caballeros zamoranos; Del desafío de Ortuño; Del rey don Sancho; Del reto a los zamoranos; De Fernán d'Arias; Del juramento que tomó el Cid al rey don Alonso); 124 (La serrana de la Vera)

Florencia Pinar, late S. XV, poemas, *Antología poética de escritoras de los siglos XVI y XVII*, ed. Ana Navarro (Castalia)

Marqués de Santillana, *Serranillas y sonetos, 1429-55* (Selección de Clásicos Castellanos)

Alfonso Martínez de Toledo, *Corbacho*, 1438: Parte II y Parte III

Jorge Manrique, "Coplas por la muerte de su padre," 1476

Teresa de Cartagena, *Arboleda de los enfermos; Admiración operum Dei*, c. 1450

Diego de San Pedro, *Cárcel de amor*, 1492

Fernando de Rojas, *Celestina*, 1499

Siglo de Oro

Prosa:

Lazarillo de Tormes, 1554

Jorge de Montemayor, *La Diana*, 1559

Teresa de Jesús, *Libro de su vida*, 1562-65, rev. 1568: caps. 1-3; 7; 10; 20; 27-31

Miguel de Cervantes Saavedra, *Don Quijote de la Mancha*, 2 vols., 1605, 1615; *Novelas ejemplares*, 1613: "El celoso extremeño," "Licenciado Vidriera," "Casamiento engañoso," "Coloquio de los perros"

María de Zayas, *Desengaños amorosos*, 1647

Teatro:

Lope de Vega, *Arte nuevo de hacer comedias en este tiempo*, 1609; *Fuente Ovejuna*, 1612-14

Tirso de Molina [?], *El burlador de Sevilla*, 1630
 Juan Ruiz de Alarcón, *La verdad sospechosa*, 1634
 Pedro Calderón de la Barca, *El gran teatro del mundo*, 1635; *La vida es sueño*, 1636

Poesía:

[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.]

Garcilaso de la Vega, sonetos: 1, 4, 10, 11, 14, 23, 29, 32, églogas: 1, 3

Fray Luis de León, "Vida retirada," odas: 3 ("A Francisco Salinas"), 7 ("Profecía del Tajo"), y 8 ("Noche serena")

San Juan de la Cruz, "Cántico espiritual," "Noche oscura," "Llama de amor viva"

Luis de Góngora, sonetos: 53, 54, 69, 82, 86, 103, 109, 165, 166; "Fábula de Polifemo y Galatea"

Lope de Vega, *Rimas humanas*: 1, 14, 61, 71, 78, 137, 188, 189, 191; *Rimas sacras*: 1, 14, 18, 46; "Soneto de repente."

Francisco de Quevedo, poemas: 2, 3, 6, 8, 11, 29, 30, 151, 336, 337, 464, 471, 545, 546, 850

Siglos XVIII y XIX

Prosa:

Fray Benito Jerónimo Feijóo, *Teatro crítico universal*, 1726-39: "Sabiduría aparente," "Mapa intelectual y cotejo de naciones," en Angel del Río, *Literatura española*, Vol. II

José de Cadalso, *Cartas marruecas*, 1789: VII, X, XXI

Mariano José de Larra, "El castellano viejo," 1832; "La nochebuena de 1836," 1836

Juan Valera, *Pepita Jiménez*, 1874

Leopoldo Alas (Clarín), *La Regenta*, 1884-85

Emilia Pardo Bazán, *Los pazos de Ulloa*, 1886

Benito Pérez Galdós, *Fortunata y Jacinta*, 1887

Teatro:

Leandro Fernández de Moratín, *El sí de las niñas*, 1806

Angel de Saavedra, Duque de Rivas, *Don Alvaro, o la fuerza del sino*, 1835

José Zorrilla, *Don Juan Tenorio*, 1844

Poesía:

José de Espronceda, "Canción del pirata," "A Jarifa en una orgía," "El reo de muerte," "El sol"; *El diablo mundo*: "Canto a Teresa"

Gustavo Adolfo Bécquer, "Poética"; Rimas I, III, IV, V, VIII, XV, LII, LIII, LVI, LXXV

Rosalía de Castro, *En las orillas del Sar*, 1884: “Los unos altísimos,” “Era apacible el día,” “Sedientas las arenas en la playa,” “Cenicientas las aguas, los desnudos,” “Cuando sopla el Norte duro,” “De la vida entre el múltiple conjunto de los seres,” “En los ecos del órgano o en el rumor del viento,” “Dicen que no hablan las plantas ... ,” “La palabra y la idea ... Hay un abismo,” “Sed de amores tenía, y dejaste”

Siglo 20

Poesía:

Miguel de Unamuno, *Poesías*: “Credo poético,” “Castilla” (“Tú me levantas, tierra de Castilla . . .”), “Salamanca,” “En el desierto,” “L'aplec de protesta,” “En la Basílica del señor Santiago de Bilbao”; *Rosario de sonetos líricos*: “La oración del ateo,” “A mi buitro”; *Rimas de dentro*: “Caña salvaje”; *Romancero del destierro*: “Doctor Primo de Rivera . . .”; *Cancionero*: “Leer, leer, leer, vivir la vida”

Antonio Machado, *Soledades*: VIII “Yo escucho los cantos,” XI “Yo voy soñando caminos ... ,” XIII “Hacia un ocaso radiante”; *Humorismos, fantasías, apuntes*: LIX “Anoche cuando dormía . . .”; *Galerías*: LXI “Introducción”; *Campos de Castilla*: XCVII “Retrato,” XCVIII “A orillas del Duero,” CXXXIII “Llanto de las virtudes y coplas por la muerte de don Guido,” CXXXV “El mañana efímero,” CXXXVI “Proverbios y cantares” (XXIX, XLIV, LIII)

Juan Ramón Jiménez, (de *Segunda antología poética* a menos que se indique lo contrario): 56, “Crepúsculo,” 153, “El viaje definitivo,” 291, “Tarde última y serena,” 337, “Se entró mi corazón en esta nada,” 409, “Inteligencia, dame ... ,” 411, “Vino, primero pura, ... ,” 479, “La obra,” 515, “No estás en tí, belleza innumera, ... ,” 522, “Quisiera que mi libro . . .”; *Animal de fondo*: “La transparencia, Dios, la transparencia”

Generación del 27:

[Todos los poemas se encuentran en la siguiente antología a menos que se indique lo contrario: Angel González, ed. *El grupo poético del 27*.]

Rafael Alberti, “Otra vez el río amante,” “Amaranta,” “Guía estival del paraíso,” “Los ángeles muertos,” “Un fantasma recorre Europa,” “Hace falta estar ciego,” “Siervos,” “Defensa de Madrid” (no en la antología)

Vicente Aleixandre, “Adolescencia,” “El vals,” “La selva y el mar,” “Unidad en ella,” “Se querían,” “Mundo inhumano,” “Ciudad del paraíso,” “Entre dos oscuridades, un relámpago”

Luis Cernuda, “Quisiera estar solo en el sur,” “Estoy cansado,” “Diré como nacisteis,” “Si el hombre pudiera decir,” “He venido para ver ... ,” “Donde habite el olvido,” “Ser de Sansueña,” “1936”

Gerardo Diego, “Angelus,” “Guitarra,” “Mar,” “Primavera,” “Cuarto de baño”

Federico García Lorca, “Adivinanza de la guitarra,” “Arbolé, arbolé,” “A Irene García,” “Prendimiento de Antoñito el Camborio,” “Muerte de Antoñito el Camborio,” “La aurora,” “Romance sonámbulo” (Este último no en la antología)

Jorge Guillén, “Los nombres,” “Perfección,” “Los jardines,” “Las doce en el reloj,” “El engaño a los ojos,” “En la televisión,” “Aplaudid, aplaudid al jefe de los miedos,”
 Pedro Salinas, “Los dos solos,” “¡Qué princesa final...!” “¡Qué vacación de espejo por la calle!” “No me fío de la rosa...!” “Para vivir no quiero...,” “¡Qué entera cae la piedra...!” “Pensar en ti esta noche...”

Generación del 36:

Miguel Hernández, “Por una senda van los hortelanos,” “El niño yuntero,” “Nanas de la cebolla,” “Eterna sombra” en Luis Jiménez Martos, ed. *La generación poética de 1936*.

Gabriel Celaya, *Tranquilamente hablando*: “Tranquilamente hablando,” “Aviso”; *Las cartas boca arriba*: “A Andrés Bastera”; *Cantos Iberos*: “La poesía es un arma cargada de futuro”

Blas de Otero, *Angel fieramente humano*: “Tú, que hieres”; *Pido la paz y la palabra*: “Hija de Yago”; *Que trata de España*: “Impreso prisionero,” “Cartilla (poética),” “C.L.I.M.”; *Hojas de Madrid con la galerna*: “Tiempo”

José Hierro, *Cuanto sé de mí*: “Canción de cuna para dormir a un preso,” “Razón” (“Tal vez porque cantamos...”), “Requiem,” “Los andaluces”

Angela Figuera Aymerich, “La calle,” “Esta paz,” “Unidad,” “Veinte años,” “Canto rabioso de amor a España en su belleza,” “Creo en el hombre”

Generación del 50:

[Todos los poemas se encuentran en la siguiente antología a menos que se indique lo contrario: Luis García Jambrina, ed. *La promoción poética de los 50*.]

Gloria Fuertes, *Obras incompletas* (Cátedra): “La arrepentida,” “¡Hago versos, Señores!” “Sale caro ser poeta,” “Cuando te nombran,” “Yo, en un monte de olivos,” “Virgen de plástico”

Jaime Gil de Biedma, “Infancia y confesiones,” “Barcelona ja no es bona,” “Apología y petición,” “Pandémica y Celeste,” “El juego de hacer versos,” “Contra Jaime Gil de Biedma”

José Agustín Goytisolo, “Los celestiales,” “Así son,” “Algo sucede,” “Palabras para Julia,” “Casa que no existe”

Claudio Rodríguez, “Como si nunca hubiera sido mía,” “Alto jornal,” “Espuma,” “Ajeno,” “Ballet del papel,” “Nuevo día”

Angel González, “Para que yo me llame Angel González,” “Otro tiempo vendrá distinto a éste,” “Ayer,” “Inventario de lugares propicios al amor,” “Dato biográfico,” “Ya nada ahora”

Poesía reciente:

María Victoria Atencia: “Qué hacer si de repente,” “Retrato de una joven dormida,” “Condesa de Chinchón,” “La noche,” “Memoria” en *De conversaciones y poemas*, ed. Sharon Keefe Ugalde

Ana Rosetti: “Cuando mi hermana y yo, solteras, queríamos ser virtuosas y santas,” “Chico Wrangler,” “Festividad del dulcísimo nombre,” “Purificame,” “Cuarto,” “Notas para un Blues” en *Ellas tienen la palabra*, ed. Noni Benegas

Prosa:

Miguel de Unamuno, *Niebla*, 1914
 José Ortega y Gasset, “La deshumanización del arte,” 1925
 Ramón del Valle-Inclán, *Sonata de otoño*, 1902
 Pío Baroja, *El árbol de la ciencia*, 1911
 Ramón Pérez de Ayala, *Tres novelas poemáticas*, 1916: “Luz de domingo”
 Camilo José Cela, *La colmena*, 1951
 Carmen Laforet, *Nada*, 1944
 Luis Martín Santos, *Tiempo de silencio*, 1962
 Miguel Delibes, *Cinco horas con Mario*, 1966
 Juan Marsé, *Últimas tardes con Teresa*, 1966
 Carmen Martín Gaité, *El cuarto de atrás*, 1978
 Esther Tusquets, *El mismo mar de todos los veranos*, 1978

Teatro:

Ramón del Valle-Inclán, *Luces de Bohemia*, 1920
 Jacinto Grau, *El señor de Pigmalión*, 1921
 Federico García Lorca, *Bodas de sangre*, 1933; *La casa de Bernarda Alba*, 1936;
 Antonio Buero Vallejo, *Historia de una escalera*, 1949
 Alfonso Sastre, *Escuadra hacia la muerte*, 1953
 Fernando Arrabal, *El arquitecto y el emperador de Asiria*, 1957/58
 Paloma Pedrero, *La llamada de Lauren*, 1985

Spanish American Literature

[Note: when available, read critical editions such as those found in the collections of Ayacucho, Colección Archivo, Castalia, Cátedra, etc.]

El descubrimiento y la conquista

Cristóbal Colón, *Diario del primer viaje*, 1492-93
 Hernán Cortés, “Segunda carta de relación,” 1520
 Alvar Núñez Cabeza de Vaca, *Naufragios*, 1542
 Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España*, 1576, publ. 1632: prólogo, caps. 27-58, 126, 207
 Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*, 1552
 Gaspar Pérez de Villagrà, *Historia de la Nueva México*, 1610 (ed. Encinias, Rodríguez & Sánchez, UNM Press, 1992): Cantos 1-6, 12-24, 27-30, 32-34
 Inca Garcilaso de la Vega, *Comentarios reales de los incas*, 1609-13: Proemio; Libro primero, caps. I-VI, VIII-IX, XIV-XV; Libro segundo, caps. I-II, VII, XIII, XXI, XXVII; Libro tercero, cap. XIII; Libro cuarto, cap. I, IX; Libro quinto, cap. XII; Libro sexto, caps. VII-VIII; Libro séptimo, caps. IV, VIII; Libro nono, cap. XXXI)
 Guaman Poma de Ayala, *Nueva corónica y buen gobierno* 1583-1615: Tomo I, pp. 3-28, 34-60, 214-26, 257-91, 409-20; Tomo II, pp. 9-63, 129-35, 296-305, 319-22, 329-53 (ed. Franklin Pease, Biblioteca Ayacucho)

Del Barroco al Romanticismo

- Carlos de Sigüenza y Góngora (México), *Los infortunios de Alonso Ramírez*, 1690; o *Alboroto y motín de los indios de México*, 1692; o *Mercurio volante con la noticia de la recuperación de las provincias del Nuevo México*, 1693
- Sor Juana Inés de la Cruz (México), “Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz,” 1691; romance: “Finjamos que soy feliz,” redondilla: “Hombres necios que acusáis”; sonetos: “Este que ves, engaño colorido,” “En perseguirme, Mundo, ¿qué interesas?” “Detente sombra de mi bien esquivo,” “Que no me quiera Fabio, al verse amado,” “Feliciano me adora y le aborrezco,” “Al que ingrato me deja, busco amante”; *Los empeños de una casa*, 1683
- Juan del Valle Caviedes (Perú), *Diente del Parnaso*, 1693: “Para ser caballero,” “Lo que son riquezas del Perú,” “Coloquio que tuvo con la muerte un médico, estando enfermo de riesgo,” “A una vieja del Cuzco” (en *Poesía hispanoamericana colonial*, ed. Campa y Chang-Rodríguez, pp. 224-32)
- 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
- José Joaquín Olmedo (Ecuador), “La victoria de Junín,” 1825
- Andrés Bello (Venezuela/Chile), “A la agricultura de la zona tórrida,” 1826; *Gramática de la Lengua Castellana*, 1847: prólogo; “Autonomía cultural de América,” 1848
- José María Heredia (Cuba), “En el teocalli de Cholula,” 1820, “En una tempestad,” 1822

Del Romanticismo al Modernismo

- Esteban Echeverría (Argentina), *El matadero*, 1838
- Gertrudis Gómez de Avellaneda (Cuba), *Sab*, 1841; o Cirilo Villaverde (Cuba), *Cecilia Valdés* (1839/1882)
- Domingo Faustino Sarmiento (Argentina), *Facundo*, 1845: Introducción, caps. 1-3
- José Mármol (Argentina), *Amalia*, 1851; o Jorge Isaacs (Colombia), *María*, 1867
- Alberto Blest Gana (Chile), *Martín Rivas*, 1862
- Clorinda Matto de Turner (Perú), *Aves sin nido*, 1889
- Ricardo Palma (Perú), *Tradiciones peruanas*, 1864-1910: “La camisa de Margarita,” “La misa negra,” “El alacrán de Fray Gómez”

Modernismo y Posmodernismo

- Manuel González Prada (Perú), “El mitayo,” 1871-1875
- José Martí (Cuba), *El presidio político en Cuba*, 1871; “Nuestra América,” 1891; *Versos sencillos*, 1891: Prólogo, I, V, X, XXVIII, XLIV; *Versos libres*, 1913: “Copa con alas”; *Flores del destierro*, 1933: “Dos patrias”
- Manuel Gutiérrez Nájera (México), *Poesías*, 1896: “Para entonces,” “La duquesa Job,” “De blanco,” “Mis enlutadas,” “Non omnis moriar”; Cuento: “El baño de Julia”
- Julián del Casal (Cuba), *Hojas al viento*, 1890: “Soneto Pompadour”; *Nieve*, 1892: “Elena,” “Salomé”; *Bustos y rimas*, 1893: “Neurosis,” “En el campo”

- José Asunción Silva (Colombia), *Poesías*, 1908: “Los maderos de San Juan,” “Nocturno (III),” “Vejece,” Sinfonía de fresas con leche”
- Rubén Darío (Nicaragua), *Prosas profanas*, 1896: “Historia de mis libros, *Azul ...*,” “Palabras preliminares,” “El cisne,” “Sonatina,” “Yo soy aquel. . .”; *Cantos de vida y esperanza*, 1905: “Canción de otoño en primavera,” “Lo fatal”; *Azul*, 1888: “La muerte de la emperatriz de la China,” “El rey burgués”
- Leopoldo Lugones (Argentina), *Odas seculares*, 1910: “Los doce goces”; *Libro fiel*, 1912: “La blanca soledad”; *Las fuerzas extrañas*, 1906: “La viola acherontia”; “Yzur”
- Enrique González Martínez (México), *Los senderos ocultos*, 1911: “Tuércele el cuello al cisne”
- Delmira Agustini (Uruguay), *El libro blanco*, 1907: “El intruso”; *Cantos de la mañana*, 1910: “Lo inefable,” “Las alas”; *El rosario de Eros*, 1924: “Serpentina”; *Los astros del abismo*, 1924: “La Musa,” “El cisne”
- José Enrique Rodó (Uruguay), *Ariel*, 1900

Posmodernismo, Vanguardismo y Regionalismo

- Gabriela Mistral (Chile), *Desolación*, 1922: “Los sonetos de la muerte”; *Tala*, 1938: “La flor del aire,” “Todas íbamos a ser reinas”; *Lagar*, 1954: “La otra,” “Una palabra”
- Alfonsina Storni (Argentina), *El dulce daño*, 1918: “Tú me quieres blanca,” “Cuadros y ángulos”; *Irremediabilmente*, 1919: “Bien pudiera ser,” “Peso ancestral,” “Hombre pequeñito”; *Languidez*, 1925: “La que comprende,” “Han venido”; *Ocre*, 1925: “Romance a la venganza”; *Mundo de siete pozos*, 1935: “Uno”
- Vicente Huidobro (Chile), *El espejo de agua*, 1916: “Arte poética”; *Altazor*, 1931
- César Vallejo (Perú), *Los heraldos negros*, 1918: “Los heraldos negros”; *Trilce*, 1922: III, VI, XI, XXVIII, XLIX; *Poemas humanos*, 1939: “Piedra negra sobre una piedra blanca,” “Voy a hablar de la esperanza”; *España, aparta de mí este cáliz*, 1937: “Solía escribir con el dedo grande,” “Masa”
- Pablo Neruda (Chile), *Veinte poemas de amor y una canción desesperada*, 1923: “Poema 20”; *Residencia en la tierra*, 1933-35: “Walking around,” “Melancolía en las familias,” “Arte poética”; *Canto general*, 1950: Parte III. Los libertadores: “Balmaceda de Chile”; Parte V. La arena traicionada: “La United Fruit Co.”; Parte VIII. La tierra se llama Juan: “Margarita Naranjo,” “La tierra se llama Juan”; Parte XV: Yo soy: “Testamento I,” “Testamento II”
- Mariano Azuela (México), *Los de abajo*, 1916
- Horacio Quiroga (Uruguay), “Decálogo del perfecto cuentista”; *La gallina degollada y otros cuentos*, 1925: “La gallina degollada”; *Cuentos de amor, de locura, de muerte*, 1917: “El almohadón de plumas,” “A la deriva”
- José Eustacio Rivera (Colombia), *La vorágine*, 1924
- José Vasconcelos (México), *La raza cósmica*, 1925: “Mestizaje” I, II, III
- José Carlos Mariátegui (Perú), *Siete ensayos de interpretación de la realidad peruana*, 1928: “El problema del indio”
- Ricardo Güiraldes (Argentina), *Don Segundo Sombra*, 1926
- Rómulo Gallegos (Venezuela), *Doña Bárbara*, 1929

La Época Contemporánea

- Nicolás Guillén (Cuba), *Motivos del son*, 1930: “Búcate plata,” “Negro bembón,” “Tú no sabe inglés”; *West Indies, Ltd.*, 1934: “Balada de los dos abuelos,” “Sensemayá”; *Cantos para soldados y sones para turistas*, 1937: “No sé por qué piensas tú”; *El son entero*, 1947: “Son número 6”
- Julia de Burgos (Puerto Rico), *Poema en veinte surcos*, 1938: “A Julia de Burgos,” “Se me ha perdido un verso,” “Pentacromía,” “Ay ay ay de la grifa negra,” “Yo misma fui mi ruta”
- Rodolfo Usigli (México), *El gesticulador*, 1938/47
- María Luisa Bombal (Chile), *La última niebla*, 1938; y “El árbol,” 1939
- Jorge Luis Borges (Argentina), *Ficciones*, 1944: “La muerte y la brújula,” “Las ruinas circulares,” “Pierre Menard, autor del Quijote,” “El sur,” “El etnógrafo,” “Borges y yo,” “Emma Zunz”
- Miguel Angel Asturias (Guatemala), *El señor presidente*, 1946; u *Hombres de maíz*, 1949
- Nellie Campobello, *Cartucho*, 1931
- Octavio Paz (México), *El laberinto de la soledad*, 1950: “Los hijos de la Malinche,” “El pachuco y otros extremos”; *Blanco*, 1967
- Alejo Carpentier (Cuba), *Los pasos perdidos*, 1953; o *El reino de este mundo*, 1949
- Rosario Castellanos (México), *Balún-Canán*, 1957; *Album de familia*, 1971: “Lección de cocina”; *Poesía no eres tú*, 1974: “Meditación en el umbral,” “Kinsey Report,” “Entrevista de prensa,” “Malinche,” “Memorial de Tlatelolco,” “Lecciones de cosas,” “Bella dama sin piedad”
- Juan Rulfo (México), *Pedro Páramo*, 1955
- José María Arguedas (Perú), *Los ríos profundos*, 1958
- Ernesto Cardenal (Nicaragua), *Epigramas*, 1961 (lea 10 epigramas); *Salmos*, 1964: Salmo 4, 11, 15, 34
- Julio Cortázar (Argentina), *Bestiario*, 1951: “Casa tomada”; *Final del juego*, 1956: “La noche boca arriba,” “Axolotl,” “Continuidad de los parques”; *Las armas secretas*, 1959: “Las babas del diablo”
- Elena Garro (México), *La culpa es de los tlaxcaltecas*, 1964; *La señora en su balcón*, 1963
- Jorge Díaz (Chile), *El cepillo de dientes*, 1961/66
- Emilio Carballido (México), *Yo también hablo de la rosa*, 1965/66
- Carlos Fuentes (México), *Los días enmascarados*, 1954: “Chac Mool”; *La muerte de Artemio Cruz*, 1967
- Gabriel García Márquez (Colombia), *Cien años de soledad*, 1967
- Mario Vargas Llosa (Perú), *La casa verde*, 1966
- Elena Poniatowska (México), *Hasta no verte, Jesús mío*, 1969: caps. 9, 18, 19, 21
- Roberto Fernández Retamar (Cuba), *Calibán*, 1971
- Manuel Puig (Argentina), *Boquitas pintadas*, 1969; o *El beso de la mujer araña*, 1976
- Rosario Ferré (Puerto Rico), *Papeles de Pandora*, 1976: “La muñeca menor,” “La bella durmiente”

- Marta Traba (Uruguay), *Conversación al sur*, 1981; o Luisa Valenzuela (Argentina), *Cambio de armas*, 1982
- Rigoberta Menchú (Guatemala), *Me llamo Rigoberta Menchú y así me nació la conciencia*, 1983: caps. 1-3, 14, 17, 31-34
- Isabel Allende (Chile), *La casa de los espíritus*, 1982; o
- Marjorie Agosín (Chile), *Zones of Pain/Las zonas del dolor*, 1988: “La desaparecida 1,” “Lo más increíble,” “Memorial de las locas en la plaza de mayo”; *Toward the Splendid City*, 1994: “Dedicación,” “Preguntas,” “Olvidar”
- Ángeles Mastretta (México), *Arráncame la vida*, 1985

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*.

M. A. READING LIST: HISPANIC LINGUISTICS 2007–2008

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 M.A. studies.**

1. Historical Linguistics

- Bybee, Joan. 2006. From usage to grammar: The mind's response to repetition. *Language* 82.711–733.
- Company Company, Concepción. 2000. La engañosa apariencia sintáctica del español americano. ¿Conservador o innovador? Estudio analítico del signo lingüístico. *Foro Hispánico* 17.15–27.
- Company Company, Concepción. 2003. La gramaticalización en la historia del español. *Medievalia* 35.3-61.
- Lapesa, Rafael. 1986. *Historia de la lengua española*. Madrid: Gredos.
- Menéndez Pidal, Ramón. 1958. *Manual de gramática histórica española*. Madrid: Gredos.
- Penny, Ralph. 2000. *Variation and change in Spanish*. Cambridge: Cambridge University Press.
- Trask, R.L. 1996. *Historical linguistics*. London: Arnold Publishers.

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.

2. Phonology

- Bybee, Joan. 2000. Lexicalization of sound change and alternating environments. *Papers in laboratory phonology V: Acquisition and the lexicon*, ed. by Michael B. Broe and Janet B. Pierrehumbert, 250–68. Cambridge: Cambridge University Press.
- Núñez Cedeño, Rafael and Alfonso Morales-Front. 1998. *Fonología generativa contemporánea de la lengua española*. Washington DC: Georgetown University Press.
- Núñez Cedeño, Rafael A., Iraset Páez Urdaneta and Jorge M. Guitart (eds.). 1986. *Estudios sobre la fonología del español del Caribe*. Caracas: Fundación Casa de Bello.
- Quilis, Antonio. 1993. *Tratado de fonología y fonética españolas*. Madrid: Gredos.

3. Morphosyntax

- Ashby, William J. and Paola Bentivoglio. 1993. Preferred argument structure in spoken French and Spanish. *Language Variation and Change* 5.61–76.
- Bybee, Joan and Paul J. Hopper (eds.) 2001. *Frequency and the emergence of linguistic structure*. Amsterdam / Philadelphia: John Benjamins.
- Hopper, Paul J. 1998. Emergent grammar. *The new psychology of language, vol. 1: Cognitive and functional approaches to language structure*, ed. by Michael Tomasello, 155–75. Mahwah, NJ: Lawrence Erlbaum Associates.
- Thompson, Sandra A. 2002. ‘Object Complements’ and conversation: Towards a realistic account. *Studies in Language* 26(1).125-163.
- Tomasello, Michael (ed.) 1998 / 2003. *The new psychology of language*. Mahwah, NJ: Lawrence Erlbaum Associates.

Students should also be familiar with the material in:

- Bosque, Ignacio and Violeta Demonte (eds.) 1999. *Gramática descriptiva de la lengua española, vols. 1, 2, 3*. Colección Nebrija y Bello. Madrid: Espasa-Calpe.

4. Discourse and Pragmatics

- Chafe, Wallace (ed.) 1980. *The pear stories: Cognitive, cultural and linguistic aspects of narrative production*. Norwood, NJ: Ablex.
- Chafe, Wallace. 1994. *Discourse, consciousness and time: The flow and displacement of conscious experience in speaking and writing*. Chicago: University of Chicago Press.
- Ochs, Elinor, Schegloff, Emanuel A. and Thompson, Sandra A. (eds.) 1996. *Interaction and grammar*. Cambridge: Cambridge University Press.
- Schegloff, Emanuel A. 2007. *Sequence organization in interaction: A primer in conversation analysis*. Cambridge University Press.

5. Language Variation

- Bills, Garland D. and Neddy A. Vigil. 1999. Ashes to ashes: The historical basis for dialect variation in New Mexican Spanish. *Romance Philology* 53.43–66.
- Blas Arroyo, José Luis. 2005. *Sociolingüística del español: desarrollos y perspectivas en el estudio de la lengua española en contexto social*. Madrid: Cátedra.
- Lipski, John M. 1994. *Latin American Spanish*. London: Longman.
- Peñalosa, Fernando. 1980. *Chicano sociolinguistics: A brief introduction*. Rowley, Mass: Newbury House.
- Poplack, Shana. 2000 [1980]. Sometimes I’ll start a sentence in Spanish *y termino en español*: Toward a typology of code-switching. *The bilingualism reader*, ed. by Li Wei, 221–56. London / New York: Routledge.
- Sánchez, Rosaura. 1994. *Chicano discourse: Socio-historic perspectives*. Houston: Arte Publico Press.
- Sankoff, Gillian. 2002. Linguistic outcomes of language contact. *The handbook of language variation and change*, ed. by J.K. Chambers, Peter Trudgill and Natalie Shilling-Estes, 638–668. Oxford: Blackwell.
- Silva-Corvalán, Carmen. 2001. *Sociolingüística y pragmática del español*. Washington DC: Georgetown University Press.

6. Language Acquisition and Teaching

- Ayers, William, Jean Ann Hunt and Therese Quinn (eds.) 1988. *Teaching for social justice: A democracy and education reader*. New York: Teachers' College Press.
- Corder, S.P. 1981. The significance of learner's error. *Error analysis and interlanguage*, ed. by S.P. Corder, 5–13. Oxford: Oxford University Press.
- Ellis, Rod. 2002. *Second language acquisition*. New York: Oxford University Press.
- Freire, Paulo. 1970. *The pedagogy of the oppressed*. New York: Continuum.
- Hadley, Alice Omaggio. 2001. *Teaching language in context: Proficiency-oriented instruction*. 3rd edn. Boston, MA: Heinle & Heinle Publishers.
- Kumaravadivelu, B. 2003. *Beyond Methods: Macrostrategies for language teaching*. New Haven / London: Yale University Press.
- Lafford, Barbara A. and Rafael Salaberry. 2003. *Spanish second language acquisition: State of the science*. Washington DC: Georgetown University Press.
- Roca, Ana and John Lipski (eds.) 1993. *Spanish in the United States: Linguistic contact and diversity*. Berlin / New York: Mouton de Gruyter.
- Roca, Ana and M. Cecilia Colombi (eds.) 2003. *Mi lengua: Spanish as a heritage language in the United States*. Washington DC: Georgetown University Press.
- Terrell, Tracy David. 1982. The natural approach to language teaching: An update. *Modern Language Journal* 66.121–32.
- Valdés, Guadalupe. 1997. The teaching of Spanish to bilingual Spanish-speaking students: Outstanding issues and unanswered questions. *La enseñanza del español a hispanohablantes: praxis y teoría*, ed. by M. Cecilia Colombi and Francisco X. Alarcón, 8–44. Boston: Houghton Mifflin.
- Valdés, Guadalupe, Anthony G. Lozano and Rodolfo García-Moya. 1985. *Teaching Spanish to the Hispanic bilingual: Issues, aims, and methods*. New York: Teachers' College 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. Historical Linguistics

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|----|---------------------|---------------------------------|
| 1. | SPAN 542 | History of the Spanish Language |
| 2. | SPAN 549 / LING 546 | Introduction to Language Change |

Electives:

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| SPAN 549 | Cambio Lingüístico |
| PORT 561 | History of the Portuguese Language |
| LING 548 | Grammaticization |

2. Phonology

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| 3. | SPAN 545 | Spanish Phonology |
| | OR: LING 502 | Generative Theories of Phonology |
| | OR: LING 503 | Phonological Representations |

Electives:

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| LING 504 | Phonological Analysis |
| LING 505 | Survey of Phonetic Theory |
| LING 506 | Introduction to Experimental Phonetics |

3. Morphosyntax

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| 4. | SPAN 543 | Spanish Syntax |
| | OR: SPAN 549 / LING 523 | Functional Syntax |
| | OR: LING 512 | Morphology |

Electives:

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| LING 513 | Linguistic Field Methods |
| LING 522 | Grammatical Analysis |

4. Discourse and Pragmatics

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| 5. | SPAN 549 / LING 529 | Discourse Analysis |
| | OR: SPAN 549 / LING 525 | Semantic Analysis |

5. Language Variation

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| 6. | SPAN 546 | Seminar in Hispanic Sociolinguistics |
| 7. | SPAN 547 | Seminar in Southwest Spanish |

Electives:

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| SPAN 540 | Latin American Dialectology |
| SPAN 550 | Language Contact |

6. Language Acquisition and Teaching

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| 8. | SPAN 541 | Recent Research on the Teaching of Spanish |
| | OR: SPAN 549 | Recent Research on Heritage Language |

Electives:

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| SPAN 549 | Topics course: SLA / Heritage Language Research |
| LING 563 | Seminar in Language Acquisition |
| LING 566 | Psychology of Bilingualism |
| LING 567 | Psychology of Language |
| LING 568 | Seminar in Psycholinguistics |

M. A. READING LIST: HISPANIC SOUTHWEST STUDIES 2007-2008

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 Villagrà. *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 Nuevomejicano." *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 Ulibarrí. *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 Liasons: 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 Saldívar. *Chicano Narrative: The Dialectics of Difference*.
- José David Saldívar. *The Rolando Hinojosa Reader: Essays Historical and Critical*.
- José David Saldívar 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: Portuguese 2007-2008

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

Pêro Vaz de Caminha, “*Carta a El-Rei Dom Manuel sobre o achamento deo Brasil*” (1500).

José de Anchieta, “*Cartas*” (1,2,3,4,5).

Gregório de Matos Guerra, *Poemas* (seleções).

Padre Antônio Vieira, “*Sermão de Santo Antônio*” (1654).

Cláudia Manuel de Costa, *poemas* (seleções).

Tomás Antônio Gonzaga, seleções de *Marília de Dirceu* (1792 [I]; 1799 [II]; 1812 [III] e de *Cartas chilenas* (1845).

José Basílio da Gama, *O Uruguai* (1769).

José de Santa Rita Durão, *Caramuru. Poema épico do descobrimento da Bahia* (1781).

Romantismo, Realismo, Naturalismo

Antônio Gonçalves Dias, *poemas* (seleções).

Antônio de Castro Alves, *poemas* (seleções).

Martins Pena, *O noviço* (1845).

Manuel Antônio de Almeida, *Memórias de um sargento de milícias* (1854).

José de Alencar, *Iracema* (1865); *O guarani* (1857); *Senhora* (1875).

Bernardo de Guimarães, *A escrava Isaura* (1875).

Raúl D’Ávila Pompéia, *O ateneu* (1888).

Aluísio de Azevedo, *O cortiço* (1890).

Olavo Bilac, *poemas* (seleções).

Cruz e Souza, *poemas* (seleções).

Joaquim Maria Machado de Assis, *Memórias póstumas de Brás Cubas* (1881); OR *Dom Casmurro* (1899).

Pré-Modernismo, Modernismo

Euclides da Cunha, seleções de *Os sertões* (1902) [principalmente “O homem”].

Lima Barreto, *Triste fim de Policarpo Quaresma* (1915).

Graça Aranha, *Canaã* (1902).

Mário de Andrade, *Paulicéia desvairada* (1920); OR *Macunaíma. O herói sem nenhum caráter* (1928).

Oswald de Andrade, “*Manifesto da poesia pau-brasil*” (1924); “*Manifesto antropófago*” (1928).

Manuel Bandeira, *poemas* (seleções).

Carlos Drummond de Andrade, poemas (seleções).
 Cecília Meireles, poemas (seleções).
 Murilo Mendes, poemas (seleções).
 Rachel de Queiroz, *O quinze* (1930).
 José Lins do Rego, *Menino de engenho* (1932).
 Garciliano Ramos, *Vidas secas* (1938).
 Jorge Amado, *Terras do sem-fim* (1942); OR *Gabriela Cravo e Canela. Crônica de uma cidade do interior* (1958); OR *Dona Flor e seus dois maridos* (1966).
 João Guimarães Rosa, *Sagarana* (1946).
 _rico Veríssimo, *O tempo e o vento* (“O continente”) (1949-1962).
 João Cabral de Melo Neto, *Uma faca só lâmina* (1956).
 Lúcio Cardoso, *Crônica da casa assassinada* (1959).

Literatura contemporânea

Teatro

Nelson Rodrigues, *Vestido de noiva* (1943).
 João Cabral de Melo Neto, *Morte e vida Severina* (1955).
 Ariano Suassuna, *Auto da compadecida* (1957).
 Alfredo Dias Gomes, *O pagador de promessas* (1964).
 Leilah Assunção, *Roda cor de Roda* (1975).
 Plínio Marcos, *Dois perdidos numa noite suja* (1978).
 Augusto Boal, *Teatro do oprimido* (1977).

Poesia e prosa

Poesia concreta (seleções).
 Dalton Trevisan, *O vampiro de Curitiba* (1965) (contos).
 Osman Lins, *Nove novena* (1966).
 Antônio Callado, *Quarup* (1968).
 J.J. Veiga, *A máquina extraviada* (1968) (contos).
 Lygia Fagundes Telles, *Antes do baile verde* (1970) (contos); *As meninas* (1973).
 Clarice Lispector, *Laços de família* (1960) (contos); OR *A via crucis do corpo* (1974); (contos) OR *A hora da estrela* (1977).
 Rubem Fonseca, *A coleira do cão* (1969); OR *Feliz ano novo* (1975).
 Nélide Piñón, *Sala de armas* (1973).
 Murilo Rubião, *O pirotécnico Zacarias* (1974) (contos).
 Ferreira Gullar, *Poema sujo* (1975).
 Sonia Coutinho, *Uma certa felicidade* (1976) (contos).
 Lya Luft, *As parceiras* (1980).
 Moacyr Scliar, *O centauro no jardim* (1980).
 Marilene Felinto, *As mulheres de Tijucopapo* (1982).
 Caio Fernando Abreu, *Morangos Mofados* (1982) (contos).
 Helena Parente Cunha, *A mulher no espelho* (1983).
 João Ubaldo Ribeiro, *Viva o povo brasileiro* (1984).
 Silviano Santiago, *Stella Manhattan* (1985).
 João Gilberto Noll, *Hotel Atlântico* (1989).
 Seleção de *Cadernos negros* (poemas).

Livros de crítica (literatura)- be familiar with three of these:

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).
Massaud Moisés, *A literatura brasileira através dos textos* (1989).
José Aderaldo Castello, *A literatura brasileira* (1999).
Sergius Gonzaga, *Curso de literatura brasileira* (2004).

Filmes

Como era gostoso o meu francês (1971, Nelson Pereira dos Santos).
Quilombo (1984, Carlos Diegues).
Orfeu (1999, Carlos Diegues).
O que é isso companheiro? (1997, Bruno Barreto).
Central do Brasil (1998, Walter Salles).
Cidade de deus (2002, Fernando Meirelles, Kátia Lund).

Livros de crítica (cinema)- be familiar with one of these:

Robert Stam e Randal Johnson, *Brazilian Cinema* (1982) [1st ed.].
Jean-Claude Bernadet e Maria Rita Galvão, *O nacional e o popular: Cinema* (1983).
Lúcia Nagib, *The New Brazilian Cinema* (2003).

Livros de crítica (música)- be familiar with one of these:

José Ramos Tinhorão, *Pequena história da música popular* (1974); *História social da música popular brasileira* (1998).
Affonso Romano de Sant'Anna, *Música popular e moderna poesia brasileira* (1978).
José Miguel Wisnik e Ênio Squeff, *O nacional e o popular: Música* (1984).
Charles Perrone e Christopher Dunn, *Brazilian Popular Music and Globalization* (2001).

M.A. CANDIDATE PROGRESS FORM
DEPARTMENT OF SPANISH AND PORTUGUESE

Student's name _____

Note to the student: This is the official departmental document concerning your progress within the M.A. program. A copy is maintained in the Department; you will also want to retain a copy for your own information. It is your responsibility to keep your records correct and up to date. In order to maintain your good standing within the program and, if applicable, as a teaching assistant, you must update the department copy no later than the Friday of the first week of classes each semester in consultation with the Graduate Advisor.

The University of New Mexico Catalog: Graduate Programs

You should obtain a copy of this publication, familiarize yourself with the requirements for the M.A. degree specified therein, and observe those requirements.

Advisement

Students must discuss their program of studies with their faculty mentor and with the Graduate Advisor before enrolling for classes each semester.

Reading list

The student should read the works listed on the reading list corresponding to the student's area of concentration in preparation for comprehensive examinations (normally taken the fourth semester of study). The lists for each of the concentrations are printed 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 should be taken above the 9 hours. Problems courses (Spanish 551) and credits in excess of 12 must be petitioned through the Graduate Committee. Language courses used to satisfy program requirements may be used to satisfy the minimum course requirement. During the semester in which the student takes the comprehensive examination s/he must take a minimum of 6 hours **within the department**, with at least one credit hour being at the graduate level. Although the Department does not typically offer half-time teaching assistantships, 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. Under plan I a thesis proposal must be submitted to the student's thesis committee and the Graduate Administrative Assistant the semester before beginning the thesis. With the exception of Spanish 423 and 438 all course work must be at the 500- or 600-levels. **Courses to be taken outside the Department of Spanish and Portuguese must be approved by the departmental Graduate Committee.**

Foreign 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.

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. This requirement can be met through coursework done as part of the B.A.

Foreign language(s) studied: _____

Course(s), semester, and grades: _____

Methodology requirement

All teaching assistants must take SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language during the first fall semester of employment at UNM, regardless of prior experience elsewhere.

Course: _____ Term: _____ Grade: _____

Note

We suggest 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, 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 s/he will have one semester to bring the GPA back to the minimal level. If s/he does not do so, his/her candidacy will be terminated. Students on academic probation may not

hold teaching assistantships according to university regulations. A minimum GPA of 3.5 is required for admission to the doctoral program.

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 (SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language may not be included):

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
_____	_____	_____	_____
_____	_____	_____	_____

Concentration in Hispanic linguistics

This option requires the following distribution of courses:

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

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

*** SPAN 541 OR SPAN 549

_____	_____	_____	_____
-------	-------	-------	-------

*** 3 hours Hispanic Literature

Course	Semester	Grade	Instructor
_____	_____	_____	_____

*** 3 hours of Portuguese or Hispanic Southwest Studies

Course	Semester	Grade	Instructor
_____	_____	_____	_____

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

Course	Semester	Grade	Instructor
_____	_____	_____	_____

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).
(SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language may not be included.)

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
Spanish 502	_____	_____	_____

*** 3 – 6 hours of electives either in the department or outside, or thesis, as approved by the departmental Graduate Committee

Course	Semester	Grade	Instructor
_____	_____	_____	_____

_____	_____	_____	_____
_____	_____	_____	_____

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
_____	_____	_____	_____
_____	_____	_____	_____

PH.D. IN SPANISH AND PORTUGUESE

The University of New Mexico
2007-2008

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 guaranteed six semesters of support, providing that they remain in good academic standing. 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 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, **including those who have received an M.A. in Spanish or Portuguese from UNM**, 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.

Prerequisites

Acceptance into the Ph.D. program is based on an evaluation of the following items, which the prospective candidate must provide the University:

1. An Application, a registration form, and the application fee to be submitted to Graduate Studies Admissions (UNM Spanish and Portuguese M.A. students do not have to submit a new Application, but need to turn in a change of degree form)
2. Official transcripts of all academic work sent directly to the Office of Graduate Admissions. (UNM M.A. students do not have to submit new transcripts, but an unofficial transcript is required by the department);
3. A narrative statement of intent, following departmental guidelines.
4. A sample research paper prepared in accordance with the *MLA Style Sheet* for literature students or the *LSA Style Sheet* for linguistics students.
5. A taped autobiography according to departmental guidelines. The tape will be in Spanish; native speakers of languages other than English must also provide a taped statement in English of equal length.
6. Graduates of U.S. universities must present GRE scores; 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) and are encouraged to submit GRE scores. Candidates who took their M.A. at UNM may use their earlier scores as part of their application.
7. Three letters of recommendation, preferably from professors in the major field of study. Please use either the recommendation forms included with the application or request that departmental stationery be used for the recommendations.

Degree Descriptions

The Ph.D. in Spanish and Portuguese at the University of New Mexico requires a minimum of 63 hours of graduate courses (not including dissertation hours), which may include up to 30 hours of M.A. coursework. The degree consists of a departmental concentration and twelve additional hours in a supporting field; a double major may be taken in lieu of additional coursework, with 48 hours of post-M.A. coursework required (total hours required, including M.A. = 78). All 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 concentrations require a minimum of 24 hours. The concentration in Literature will consist 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). The concentration in Linguistics requires a minimum of 24 hours. In addition to the 24 hours in either concentration an additional 12 hours in a supporting field is required.
2. REQUIRED COURSES: Either SPAN 542 (History of the Spanish Language) or PORT 561 (History of the Portuguese Language) and PORT 461 "Portuguese Graduate Studies" are required of linguistics majors; SPAN 601

(Literary Theory) and six units of Portuguese 400 level or above are required of literature majors. These required courses may count toward the 24 hours for the major or the 12 hours of additional 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. 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.

** Graduate students in Spanish with an interest in Portuguese should consider enrolling first in Port. 461, a graduate level intensive language and culture class. The class is designed to prepare students with the necessary skills to take Portuguese content courses in literature and culture. The Portuguese language, as well as Brazilian literature and culture, share many similarities with the Spanish language and Spanish American literature and culture. Coursework in Portuguese will enhance students' understanding and appreciation of both languages and of the literatures and cultures of Latin America.*

4. COMPREHENSIVE EXAMINATION: The doctoral examination encompasses both the concentration and the additional 12 hours in a supporting field. A reading list developed by the candidate 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. 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 should be presented to the Dissertation Committee within six weeks of passing the comprehensive examination and must be officially approved within six months of taking the exams. An approved copy of the dissertation proposal must be turned in to the Graduate Administrative Assistant.

THE PH.D. PROGRAM – COMMITTEES AND EXAMS

The Committee on Studies

Upon admission to the Ph.D. program, a student will be assigned a temporary faculty mentor for the first semester and 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. This committee must be named at the very latest by the mid-semester break of the student's second semester in the Ph.D. program. It is important that the Committee on Studies be constituted in a timely fashion, since otherwise the Committee on Studies may not approve coursework already taken but deemed irrelevant to the proposed doctoral program once it is formed. 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 61), which is turned in to the Graduate Administrative Assistant.

The Comprehensive Examinations

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. Two weeks 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.

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 s/he should also fail the oral examination or more than one section on the written examination s/he must 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 Dissertation Committee

The Dissertation Committee will consist of at least four members all of whom are approved by the Dean of Graduate Studies.

1. A minimum of three committee members must hold a tenured or tenure-track position at The University of New Mexico.
2. At least one of the members must be from the Department of Spanish and Portuguese and must hold a tenured or tenure-track faculty appointment.
3. The dissertation director must be a tenure-track faculty member of The University of New Mexico.
4. A required external member must hold a tenured or tenure-track appointment outside the student's department. This member may be from The University of New Mexico or from another accredited institution.
5. One of the committee members may be a non-faculty expert in the student's major research area.

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 PH.D. CANDIDACY PROCESS

Establishing The 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 61 or from the Graduate Administrative Assistant. Before enrolling in classes for the third semester, the student should arrange to meet with his/her Committee on Studies to discuss his/her future course of studies, reading lists, and the areas in which the student will be examined.

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 Administrative Assistant, 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 (see page 62). All parties must agree to a timetable which meets university and departmental guidelines. All committee members, the Graduate Administrative Assistant, and the Graduate Advisor need to receive a copy of the completed timetable.

Application for Doctoral Candidacy

Before the comprehensive exams, the student must fill out an application for doctoral candidacy (see pages 63 - 65) which is available from the Graduate Administrative Assistant. All of the members of the Committee on Studies must sign the application for candidacy; once all signatures have been obtained, all forms are given to the departmental Graduate Administrative Assistant, to be forwarded to the Office of Graduate Studies with the results of the comprehensive exams.

The Ph.D. Oral Examination

Two weeks after the written exam and research essay 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 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 in literature shall use the style sheet of the Modern Language Association of America (MLA). All Ph.D. dissertations 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 and the Office of Graduate Studies website for additional information on dissertation preparation.

Department of Spanish and Portuguese
The University of New Mexico

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: _____

PH.D. EXAMINATIONS – PROPOSED TIMETABLE

This form is to be submitted to the departmental Graduate Advisor and Graduate Administrative 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, for example, immediately before the winter vacation or the summer vacation 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: _____

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. 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: 10 – 12 double-spaced pages.

III. SELECTED BIBLIOGRAPHY: 3 – 5 pages of single-spaced entries with one line between each entry. (The MLA or LSA styles **SHOULD BE STRICTLY FOLLOWED**.)

IV. VITA: a separate document

I. COVER SHEET The cover sheet (see page 68) should be completely filled out and accompany the proposal when turned into the Spanish and Portuguese Graduate Administrative Assistant.

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

(a) **Full Working Title**

(b) **Abstract or thesis statement:** 1-2 paragraphs, no more than 1 page 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) **Plan:** Outline the probable chapters with a brief notion of what is to be included in each.
- (h) **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

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. They should be presented in a form consistent with the citation style (MLA for literature students and LSA for linguistic students).

IV. VITA

There is no required format for this, but be sure that yours includes: education, employment, publications, professional presentations, meetings attended, titles of courses you have taught, and relevant public service. Append a list of all UNM courses you have taken as a graduate student in Spanish and Portuguese or any other graduate program on campus.

**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 the end of the semester following the doctoral exams. 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 Signatures

Committee Chair

Committee Chair

Comments:

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. The defense should not be used by the members of the Dissertation Committee to suggest major changes, revisions, or additions to the dissertation; any such changes should be made well in advance of the defense. For this reason, 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, nor should the candidate or members of the dissertation committee enter the defense with the expectation that an incomplete document can form the basis for discussion, 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 defense. 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
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DOCTORAL CANDIDATE PROGRESS FORM

Student's name: _____

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. In order to maintain your good standing within the program and, if applicable, as a teaching assistant, you must update the departmental copy no later than the Friday of the first week of classes each semester in consultation with the Chair of your Committee on Studies and the departmental Graduate Advisor, who must each approve your schedule.

The University of New Mexico Catalog: Graduate Programs

You should obtain a copy of this publication, familiarize yourself with the requirements for the Ph.D. degree specified therein, and observe those requirements.

Methodology requirement

All teaching assistants must take SPAN 541 Recent Research on the Teaching of Spanish or SPAN 549 Recent Research Methods for Teaching Spanish as a Heritage Language during the first fall semester of employment at UNM, regardless of prior experience elsewhere.

Course: _____ Term: _____ Grade: _____

Course requirements

Sixty-three hours of coursework are required (not including dissertation hours), of which 30 may be transferred from the M.A. degree. 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 438); the specific courses will be determined in consultation with the student's pre-dissertation Committee on Studies; **2)** for linguistic students the following courses are required: SPAN 542 (History of the Spanish Language) or PORT 561 (History of the Portuguese Language) and PORT 461 (Portuguese Graduate Studies); **3)** 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 400 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.

** Graduate students in Spanish with an interest in Portuguese should consider enrolling first in Port. 461, a graduate level intensive language and culture class. The class is designed to prepare students with the necessary skills to take Portuguese content courses in literature and culture. The Portuguese language, as well as Brazilian literature and culture, share many similarities with the Spanish language and Spanish American literature and culture. Coursework in Portuguese will enhance students’ understanding and appreciation of both languages and of the literatures and cultures of Latin America.*

First language: _____ Satisfied by: _____ Date: _____

Second Language: _____ Satisfied by: _____ Date: _____

CONCENTRATION: _____

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

SUPPORTING FIELD: _____

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

Other requirements

For Literature Students:

SPAN 601

Semester _____

6 units of Portuguese 400 level or above

Semester _____

Semester _____

For Linguistic Students:

SPAN 542 or PORT 561

Semester _____

PORT 461

Semester _____

Pre-dissertation Committee on Studies

By the mid-semester break of the student's second semester of doctoral studies and after consultation with the temporary faculty mentor and departmental Graduate Advisor, the student should select the members of his/her Committee on Studies. The function of the latter is to guide the student in forming her/his program of coursework. Below indicate the composition of this committee and the date the committee was formed:

_____, Chair

_____, Date

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 the minimum course requirement. During

the semester in which the student takes the comprehensive examinations s/he must take a minimum of 6 hours within the Department with at least 1 credit hour being a graduate level course. 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 her/him to take courses outside the Department, s/he must secure prior approval of the Graduate Committee each semester during which s/he elects to take 6 hours within the Department and 3 hours outside the Department.

Progress by semesters

It is expected that full-time students and teaching assistants complete all coursework within four semesters after completing the M.A. degree. At the beginning of each semester, students should indicate the classes which they will be taking and have their program approved by their faculty mentor and the Graduate Advisor. Then at the completion of each semester they will indicate the grade received in each class and the cumulative GPA at that time. 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, s/he will have one semester to bring the GPA back to the minimal level. If s/he does not do so, her/his candidacy will be terminated.

Comprehensive Examinations

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:

- a) A 72-hour written examination covering the concentration as well as the supporting field.
- b) 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.
- c) An oral examination to be scheduled to take place 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 s/he should also fail the oral examination or more than one section on the written examination, s/he 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.

Doctoral Dissertation Committee

This committee will guide the candidate through and approve the candidate's dissertation. The membership need not be the same as that of the pre-dissertation committee. Candidate should indicate below the composition of this committee:

_____, Chair _____

DEPARTMENT OF SPANISH AND PORTUGUESE

Report of Progress on Dissertation

This form is to be filled out each semester by students enrolled in 699-dissertation hours. The original form will be placed in the student's file; the supervising professor will get a copy; and the student will receive a copy, once the supervising professor's grade and remarks have been added. If this form is not submitted by the last day of each semester, a grade of NP for the dissertation hours will result. The Department of Spanish and Portuguese follows the Office of Graduate Studies policies regarding the grade of No Progress on the dissertation.

Name of candidate: _____

Date of comprehensive exams: _____

Date of dissertation proposal approved: _____

Title of dissertation: _____

Supervising professor: _____

Current semester/year: _____

Total # of chapters projected: _____

Chapters completed this semester: _____

Chapters revised this semester: _____

Other research this semester: _____

Chapters approved to date: _____

Comments by student: _____

Grade: PR____ NC____

Signature of supervising professor

Date

Comments of supervising professor:

GSA

What is the GSA?

Welcome to the Graduate Student Association of the Department of Spanish and Portuguese. As a graduate student in this Department, you automatically belong to the departmental GSA and to its parent organization, the Graduate Student Association of the University of New Mexico (GSA-UNM). Each semester \$20.00 of your tuition is allotted to the GSA-UNM. Ten dollars are then allotted to the departmental GSA's account while ten remain in the treasury of the parent organization. If you would like additional information regarding the GSA you can access the web site at <http://www.unm.edu/~gpsa>.

What is your role as a GSA member?

Your membership in both GSA organizations guarantees that you have a voice in their decision-making process. We encourage you to participate actively by attending all departmental GSA meetings and voicing your opinions and expressing any concerns you may have. If you wish to play a larger role, you can also serve as an officer in the departmental GSA or become the departmental representative to the general GSA and any of its committees. The GSA can be a powerful voice for us in the university with your active participation in it.

What does the departmental GSA do?

The departmental GSA specifically deals with the concerns of graduate students in the Department of Spanish and Portuguese. We hold regular meetings to discuss and act upon topics such as student problems and teaching assistant policies and to vote on the allocation of funds for students to present papers and attend academic conferences. In addition, during these regular meetings, the representative makes reports to the GSA-UNM and by the student representative of the GSA who attends the department faculty meetings. Recent activities have also included mini-conferences presented by graduate students, presentations of student papers, and collaboration with the Department to make the Bi-Annual Conference a success. In short, your active participation in the departmental GSA will keep you up-to-date on issues that directly affect you.

GSA-UNM Council

Each department or school offering a graduate program is entitled to one representative per 100 enrolled graduate students (or portion of 100). Representatives can be elected or appointed by students in their departments. The GSA Council is made up of these voting

representatives. The Council meets monthly to discuss graduate student issues such as research, GSA's legislative lobbying effort, student services, specific academic programs, and University policy. A chair, who presides over Council meetings, heads the Council. All graduate students are encouraged to attend Council meetings and to meet their representatives. You can find out how to contact the Council Representative from your department by calling the GSA office.

Computers

The GSA workroom has computer terminals available to graduate students on a first-come-first-served basis. The workroom, equipped with tables and telephone, is open from 9:00am to 5:00pm.

Office Hours

The GSA office is open every weekday from 9:00am to 5:00pm in Student Union Building (SUB) room 1021. The staff is always glad to answer your questions about the organization and its services or to help you find solutions to any problems you may encounter at the university. If you would like to make an appointment to see the GSA president, please call the office at 277-3803.

MEET THE OFFICE STAFF

Rosario Johnson, our Departmental Administrator, runs a tight ship, keeping us in line, taking care of every need and whim. Rosario is a native of Santiago de Chile. Before coming to New Mexico in 1981, she lived in Israel and Iran.

Martha Hurd, is the departmental Graduate Administrative Assistant. Originally from Vermont, Martha has lived in New Mexico for 25 years. She has recently obtained her BA in Psychology and is currently working on getting her BA in Sociology from the University of New Mexico. In her spare time she is remodeling her house and taking care of her six cats and two dogs.

Kate Merrill, is the departmental Administrative Assistant. In 1994, Kate defected from the Midwest to re-create herself in New Mexico. Since then she has earned a BA in Communication (with an emphasis on Organizational Communication) here at UNM. Rumor has it she will attempt a second degree, this time from Fine Arts. While pursuing her first B.A., she was the secretary for the Language Learning Center. While living in Michigan (in her pre-defection days) Kate was a Disc Jockey, an Audio Production Engineer and obtained a Bartender's Certificate.

Vanessa Vander Galien, is the Language Instruction Administrative Assistant. Vanessa is a native of Lima, Peru and has been living in the United States for seven years. She just moved to Albuquerque with her husband Jory from Wisconsin. Vanessa has a BA in Spanish Literature and International Studies. In her spare time, Vanessa loves learning about cultures and languages and taking walks with Jory, and their dog Sammy.

MEET THE FACULTY

Alejandra Balestra (Ph.D. University of Houston) She is originally from Buenos Aires, Argentina, where she received a Licenciatura en Letras. Her primary specialization is Spanish Historical Sociolinguistics, Spanish in the United States and Gender Studies. Her secondary specialization is Second Language Acquisition and Writing Acquisition. She has published several linguistic articles. Also, she published articles on Latin American and Hispanic authors in the United States, including Luisa Valenzuela, Luis Valdez, Alberto O’Farrill, and Jesús Colón. She is the Coordinator of Spanish as a Second Language courses and Assistant Professor of Spanish Linguistics.

Anthony J. Cárdenas-Rotunno (Ph.D. University of Wisconsin-Madison) born in Los Alamos, raised in Santa Fe, and received his BA in Spanish from UNM. He has researched and published on a variety of aspects of various medieval works. His major interest concerns the marriage of philology to literary criticism.

María Dolores Gonzales (Ph.D. University of New Mexico) is a Professor of Spanish and the Coordinator of the Sabine Ulibarrí Spanish as a Heritage Language Program (SUSHL). Her teaching and research interests include linguistic attitudes and identity, language variation and contact, language and gender, and heritage language learners. Professor Gonzales is co-editor of *Speaking Chicana: Voice, Power and Identity*, published by University of Arizona Press, 1999. Her most recent article, “Todavía Decimos ‘Nosotros {Los} Mexicanos’: Construction of Identity Labels among Nuevomexicanos” is in press in the Southwest Journal of Linguistics. Professor Gonzales also received the Hispano Roundtable of New Mexico ‘*Walking the Talk in Higher Education*’ award, February, 2007.

Enrique Lamadrid (Ph.D. University of Southern California) is a Professor of Spanish and director of Chicano Hispano Mexicano Studies. His teaching and research interests include Southwest Hispanic and Latin American folklore and folk music, Chicano literature, contemporary Mexican poetry, and the cultural history of the Southwest. He has done fieldwork all over New Mexico, as well as in Mexico, Spain, Colombia, and Ecuador. His research and cultural activism in the community have been recognized with the Americo Paredes prize, The Chicago Folklore prize, and the Southwest Book Award. Professor Lamadrid has curated numerous exhibits and festivals for the Smithsonian, The Museum of International Folk Art, and The International Camino Real Heritage Center.

Leila Lehnen (Ph.D. Vanderbilt University). Her primary research interests are twentieth and twenty first century Brazilian and Spanish American literatures and cultures. She is especially interested in the conjunction between social processes and cultural expressions. Particularly, Professor Lehnen works with the effects of globalization on

Latin American culture and society as these processes become manifest in present day literary expression from both Brazil and Spanish America.

Kimberle S. López (Ph.D. University of California, Berkeley) She is originally from Portland Oregon, where she received her BA in Spanish, Russian, and French. 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 current research focuses on themes of the relationship between history and fiction, exile and diaspora, and cannibalism and colonialism.

Miguel López (Ph.D. University of California, Berkeley) He is originally from Guadalajara, Mexico. His areas of specialization are Chicano literature, 20th century Latin American literature, and border studies. His current research focuses on historiography in the Chicano and Mexican novel.

Judy Maloof (Ph.D. University of California, San Diego) Her primary specialization is in contemporary Latin American narrative, critical theory, Chicana narrative, and testimonial literature. She is the author of *Over her Dead Body: the Construction of Male Subjectivity in Onetti* and of *Voices of Resistance: Testimonies of Cuban and Chilean Women*. She has also published articles in professional journals on Latin American writers, including Alejo Carpentier, Arturo Arias, Diamela Eltit, Nancy Morejón, and others. Her current research is mostly on Latina/Chicana and Latin American women writers.

Kathryn McKnight (Ph.D. Stanford University) Before arriving at UNM, she taught at Grinnell College in Iowa (1992-1997) and Booker T. Washington High School in Tulsa, Oklahoma (1999-2000). Her principal areas of scholarship and teaching are Latin American colonial discourses, Latin American cultures, women's writings, and early Afro-Latino narratives. Her book *The Mystic of Tunja. The Writings of Madre Castillo, 1671-1742* (1997) explores how one woman molded an autobiographical voice, both empowered and constrained by the Church; the book received the MLA's Katherine Singer Kovaks Prize in 1998. Recently, she has worked to find, publish, and study testimonies by people of African descent contained in records of Inquisition and administrative trials, in which the speakers both 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. She is currently coediting the anthology *Afro-Latino Voices: Narratives from the Early Modern Iberian World, 1552-1808*. Her articles have appeared in the *Colonial Latin American Review*, the *Colonial Latin American Historical Review*, and *Revista de Estudios Hispánicos*.

Margo Milleret (Ph.D. University of Texas, Austin) finds her research interests in Latin American theater and language methodology. She is the author of a book about Latin American Women Dramatists entitled "Latin American Women On/In Stages"(2004). Her current research projects involve program evaluation. She completed a two year project to evaluate the Portuguese program and has instituted two new classes at the beginning level to help expand the Portuguese offerings at UNM.

Tey Diana Rebolledo (Ph.D. University of Arizona) She specializes in Latin American poetry, women's literature, and Chicana literature. She is co-editor of *Infinite Divisions: An Anthology of Chicana literature*, published by the University of Arizona Press in 1993 and *Women Singing in the Snow: A Cultural Analysis of Chicana Literature* (1995), and is the author of many articles and book chapters. Named a New Mexico Eminent Scholar and UNM Regents Professor, she has been the recipient of an NEH Fellowship, a Rockefeller Fellowship, and a Danforth Fellowship. Her current research focuses on colonial and contemporary Southwest Hispana literature and culture.

Susan Rivera (Ph.D. University of New Mexico) Her area of specialization is Nineteenth-, Twentieth- and Twenty-first century Peninsular literature. She is one of the leading experts on the second generation of Spanish poets exiled in Mexico after the Spanish civil war; her anthology of this important, but relatively unknown group of writers, Ultima voz del exilio (El grupo poético hispano-mexicano) was published by Editorial Hiperión. She is currently working on the image of women through Spanish literature and film.

Eleuterio Santiago-Díaz (Ph.D. Brown University) He specializes in Latin American literature and cultural studies, with an emphasis on the Hispanic Caribbean, Latino Caribbean literature in the United States, Afro-Hispanic literature, and popular culture. Scholarly interests include critical theory on race, writing and modernity, Latin American Modernismo, and contemporary social poetry.

Rena Torres Cacoullos (Ph.D. University of New Mexico). Her central interest is the study of language in its social context focusing on language variation and change, especially involving grammaticalization. An ongoing concern is how to establish grammatical change diachronically and grammatical difference synchronically, including in language contact situations, by comparing patterns of variation. Recently she has also examined, in natural speech data, the relationship between fixed formulas and their associated productive constructions.

Catherine Travis (Ph.D. La Trobe University, Melbourne, Australia) holds a joint appointment in the Departments of Spanish & Portuguese and Linguistics. Her principal areas of research and teaching are functional syntax and discourse analysis, and her work addresses the ways in which the grammar of spontaneous, interactive conversation differs from that of more formal and less interactive spoken genres (such as narratives), as well as from the written language. She has worked on both monolingual

and contact varieties of Spanish (namely Colombian Spanish and New Mexican Spanish), as well as Brazilian Portuguese and Japanese.

Neddy Vigil (Ph.D. University of New Mexico) is the director of the Language Learning Center and an Assistant Professor of Spanish and Portuguese. Among his publications is a co-authored article in the December 1993 issue of *Hispania* entitled: "The use of the *Cantigas de amigo* for a History of Portuguese Language course." He was project director, with Garland Bills, on a three-year (1991-1994) National Endowment for the Humanities grant collecting data on the varieties of Spanish spoken in New Mexico and southern Colorado.

CALENDAR OF FELLOWSHIP DEADLINES

All graduate students are encouraged to apply for grants, scholarships, and fellowships.

OGS Fellowships:

Fellowship	Deadline
Graduate Dean's Dissertation Fellowship	March 2008
Graduate Fellowships	March 2008
Research Project and Travel Grants	September 2007

Deadline dates may change so please check the OGS web site often for current or more information.

http://www.unm.edu/~ogshmpg/financial_aid/ogs_finaid.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 October

LAII PhD Fellowship is due late February

Title VI Fellowship applications available late January

Field Research Grants are due the beginning of March