



ARIZONA STATE  
UNIVERSITY

**School of International Letters and Cultures (SILC)**

**SPANISH GRADUATE HANDBOOK**

**2008 EDITION**

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## FOREWORD

The Spanish Graduate Program at ASU strives to be the leading innovative graduate program in the Southwest and nationwide. The Graduate Spanish Faculty is broadly international, educated in Latin America, U.S. and Europe. Our student body is also international with students coming from all parts of the U.S., Latin America, Spain, and elsewhere. Library facilities at ASU are excellent in most areas of Hispanic study, with an especially extensive collection in Latin American studies. The Phoenix metropolitan area offers cultural opportunities and all the resources of one of the fastest-growing cities. For information on admissions and applications, please go to <http://graduate.asu.edu/admissions/index.html> and to the corresponding section in this Manual.

The Spanish Graduate Handbook provides graduate students and faculty members at ASU, and more particularly in the School of International Letters and Cultures, with the information necessary for their compliance with the degree requirements of the Spanish graduate programs, and articulates the academic standards, policies, and procedures that govern them. It should be used in conjunction with the existing Arizona State University Graduate Catalog. Since it is the students' responsibility to comply with all university, school, and Faculty requirements and to become informed of their nature and application, it is in their best interest to be thoroughly familiar with this handbook and to consult with the SILC Associate Director of Graduate Studies, the SILC Graduate Student Coordinator, and more particularly and on a regular basis with the Faculty Head of Spanish and Portuguese, the Graduate Representative of the Spanish Graduate Program, and the faculty members of the Supervisory Committee.

The 2008 edition of the Spanish Graduate Handbook reflects the new directions that the program has taken recently under the new SILC structure. As such it attests to the research and teaching strengths of our graduate faculty and the principles of academic excellence, professional ethics, and shared responsibility for maintaining the rigorous standards that must characterize our endeavors.

Above all it is the result of the belief that the significant intellectual achievements of a graduate program must be developed and supported by the faculty and the graduate students involved in it. The codification of our regulations and procedures establishes the network of communication and collegiality that are the basis for that teamwork, and our development as a successful intellectual core at ASU, by providing models as well as conveying information. The real success of our programs depends essentially upon the commitment of our graduate students and faculty members to these goals. Through them we and our university become truly significant participants in the regional, national, and international community of scholars.

*Tempe, August 2008*

Note: The Graduate College has a series of informational brochures describing policies and procedures. Candidates are urged to obtain copies in the Administration Building. These publications are regularly updated. Master's students should obtain, in particular, "Master's Program Guidelines" and doctoral students "Doctoral Program Guidelines." All Teaching/Research Assistants/Associates should comply with the TA/RA Handbook:

<http://graduate.asu.edu/tarahandbook/index.html>

For more information about Arizona State University and its graduate programs, please read the ASU Graduate College website at <http://www.graduate.asu.edu>

For more information about the graduate programs in the School of International Letters and Cultures, please read the SILC website at <http://www.asu.edu/clas/silc/>

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## **ACADEMIC STANDARDS AND POLICY**

### **Admission Procedures**

All applications for admission are evaluated by the Spanish Doctoral Committee (SDC). Applicants for the Masters program are evaluated on the basis of the overall nature of the student's B.A. preparation. The committee pays special attention to the grade point average in all undergraduate work, the junior-senior average, and the average in the major. The Spanish Graduate Program requires a 3.5 overall grade point average (4.0 = A). Should an applicant's overall GPA be less than 3.5, a junior-senior average of 3.5 would be considered competitive.

Admission to the Spanish Graduate Program requires the candidate to present a B.A. in Spanish or close equivalent from an accredited institution. Other factors which are taken into consideration for admission include the quality of previous educational background, whether or not the student has had the opportunity to study abroad, and, where necessary, the nature of the letters of recommendation assessing the student's command of Spanish and potential for graduate work.

In the case of Ph.D. applicants, the same factors are taken into consideration, with a normal grade-point average in Master's work expected to be 3.75 or higher. In addition, because the doctorate is a research degree that normally prepares the student for university teaching and scholarly investigation, the committee takes into account the level of work in graduate literature and related courses at the Master's level. The committee may request letters of recommendation regarding the applicant's command of Spanish and potential for doctoral work. A personal interview may also be appropriate.

It is strongly recommended, but not required, that students applying for admission to the M.A. or Ph.D. program submit scores on the Graduate Record Examination (GRE).

All applicants are expected to have an excellent functional command of Spanish, such that they may pursue courses in the program without linguistic difficulty.

### **Transfer Credit/Course Work Taken in Unclassified Status**

No more than 6 units of credit taken at ASU prior to admission (as unclassified graduate) may be included with the Masters program of study. Transfer credits from other institutions taken prior to admission are not accepted for the Spanish M.A. program. Doctoral transfer credits from other institutions of students coming to the Spanish doctoral program with a completed M.A. are not accepted.

### **Graduate Student and Graduate Assistant Enrollment**

It is expected that all students enrolled in the program carry a full load of coursework. Note that, without exception, graduate assistants on half-time appointments (2 classes per semester or research assignment of 20 hours weekly), must be enrolled for at least 6 approved semester hours (exclusive of audited courses) throughout any given semester. In order to maintain active status, students must be enrolled in the University for at least one semester hour in every academic semester until the program is completed.

All students holding graduate Teaching Assistant or Associateships will be required to enroll in SPA /SLC 591 Methods of Teaching during the first fall semester of their first assignment. Except for Linguistics students in the Second Language Acquisition/Applied Linguistics specialty, this course is not part of the Academic Program of Study.

### **Incompletes**

Students who receive an Incomplete in courses on the 500-level or above have one calendar year to complete the course for a grade. After one calendar year the incomplete will become a permanent part of the transcript. To repeat the course for credit a student must re-register and pay fees. The grade for the repeated course will appear on the transcript, but will not replace the permanent incomplete.

No student may accumulate three or more Incompletes at any one time. Should this situation occur, the Spanish Doctoral Committee will review the student's record and may recommend the student be barred from taking further courses or holding an assistantship until one or more of the incompletes is removed.

Courses in which a student has taken incompletes and that appear on an already approved program of study must be completed before the student requests the date of the oral defense of the thesis or dissertation.

### **Reading and Conference**

Reading and Conference courses will be given only under exceptional circumstances, and should not duplicate courses that are available. Only one Reading and Conference course will be accepted for the M.A., and only two courses for the Ph.D., with the approval first of the student's Supervisory Committee. The Graduate Representative of Spanish Graduate Studies is also responsible for authorizing such work. Appropriate forms are available in the departmental office, and they require the approvals of the following faculty members: the Chair of the students' Supervisory Committee, the Graduate Representative of the Spanish Graduate Program, and the Faculty Head of Spanish and Portuguese.

### **Provisional Status**

Students who have been admitted on provisional status must receive a B or better in all coursework taken in that status. A lower grade will result in recommendation for dismissal from the program. P (Pass) and Y (Satisfactory) grades will not be accepted for courses taken under provisional status.

Students who are on provisional status are requested to inform the SILC Associate Director of Graduate Studies and the Graduate Representative of Spanish Graduate Studies in writing when they have completed work on the areas noted in their letter of acceptance into the Graduate program. The School will then inform the Graduate College and request a change to regular status.

## **Retention**

M.A. students are required to maintain a minimum 3.3 GPA in graduate-level courses; Ph.D. students are required to maintain a 3.6 GPA. Students who at any time fall below these averages will be considered probationary for the next semester; if during that semester, they do not meet minimal requirements, they will be severed from the program. Grades below C cannot be used to meet the requirements of a graduate degree.

## **Review and Dismissal**

After the first year, all students admitted to the M.A. and Ph.D. programs in Spanish will be reviewed annually and a written report will be sent to the Spanish Doctoral Committee by the Chair of the student's Supervisory Committee. Students whose progress is found deficient in terms of these guidelines will be informed in writing to that effect by the Graduate Representative of Spanish Graduate Studies. Students whose progress is unacceptable will be dropped from their degree program through action of the Graduate College upon recommendation of the Spanish Doctoral Committee, the Associate Director of Graduate Studies of SILC and the Director of SILC.

## **M.A. Applicants to the Ph.D. Program**

Students who complete the M.A. degree and who wish to continue graduate studies toward the doctorate must apply through the Graduate College for admission to the doctoral program. Students currently enrolled in the Spanish Literature and Culture M.A. program at ASU should not apply for admission to the doctoral program prior to the approval of the final draft of the M.A. thesis. The admission to the doctoral program will be contingent upon successful completion and defense of the M.A. thesis within one semester from being admitted to the doctoral program. Acceptance into the M.A. program does not necessarily imply acceptance into the Ph.D. program.

## **Responsibilities of the Chair of the student's Supervisory Committee**

The Chair of the student's Supervisory Committee shall:

- conduct regular meetings with the student each semester.
- keep a file with the documents showing the academic and teaching performance/progress of the student so as to establish the advisee's program of study as well as the dates of the comprehensive examinations.
- work with the student in order to submit the iPOS (interactive Program of Study) to the Graduate College by the very beginning of the third semester both for Master's degrees and for Doctoral degrees.
- write an annual evaluation of the student in accordance with the established criteria.
- ensure that the examination, thesis and dissertation processes follow the established criteria in this manual
- call a meeting of the supervisory committee should there exist a serious conflict or disagreement as to the content or form of the exams, Master's thesis or PhD dissertation.

## **MASTER OF ARTS DEGREE REQUIREMENTS**

### **Program of Study**

Candidates must complete at least 30 semester hours of 500-level graduate work with a SPA heading (24 hours of coursework and 6 hours of Thesis [SPA 599]). For specific course requirements, students should consult statements on their respective programs.

All students need to file an official Program of Study (iPOS) following the requirements of the graduate programs in SILC. Students need to work with their Supervisory Committee Chair and submit the iPOS to the Graduate College no later than the very beginning of the third semester. On the program of study (iPOS) obtained from the Graduate College, the student lists the courses taken with the grades obtained, as well as the courses s/he is in the process of taking, or expects to take. Changes in the Program of Study may be made later if necessary, but it is required to prepare a clear and robust iPOS filed together with the name of the Chair of the Supervisory Committee and the names of the other members of the Supervisory Committee. Once the program of study has been completed, it must be checked and signed by the Chair of the Supervisory Committee and by the Graduate Representative of the Spanish Graduate Program. The student's individual Program of Study will be determined in consultation with the student's Chair/Advisor, subject to approval by his/her Supervisory Committee, the Graduate Representative of the Spanish Graduate Program, and finally the Dean of the Graduate College.

### **Time Limitations**

All work done toward the Master's degree program must be completed within six consecutive years.

### **M.A. Supervisory Committee**

The purpose of the Supervisory Committee is to assist the student in planning a program that fits his/her own needs and interests; to supervise the student's yearly academic progress; to guide the development of the research proposal; to administer the written comprehensive examination and to organize the defense of the thesis prospectus and the oral defense of the thesis. The committee members will normally be chosen from the faculty with whom the student has taken or will take course work in the program and subject areas chosen.

The Chair of the Supervisory Committee must be a member of the ASU Spanish Graduate Faculty. The Chair of the Supervisory Committee serves as primary advisor to the student and as Director of the thesis. It is the student's responsibility to identify his/her mentor-director in accord with the area and specific topic of the research interest. The Graduate Representative of the Spanish Graduate Program, besides being a member or chair of some supervisory committees, will be a member ex officio of all supervisory committees.

If the student's research warrants it, the student's Supervisory Committee may request permission from the Spanish Doctoral Committee to include a member from outside the approved list of Spanish Graduate Faculty (within or outside of ASU). This member will be proposed by the Chair of the Supervisory Committee or by the student. The Chair of the supervisory committee will make official contact on behalf of the program and will establish the

parameters of his/her collaboration on the Supervisory Committee. The program cannot assume any expenses incurred by having an external member of the committee.

Graduate students need to work closely with the chair of their Supervisory Committee. The formation of such committee should be done no later than the beginning of the third semester when the student is required to submit his/her iPOS.

### **Change of M.A. Supervisory Committee**

Except for unusual circumstances, the student will not be allowed to change the Chair of his/her supervisory committee after the M.A. Thesis prospectus has been submitted and approved. It is understood that for valid professional reasons expressed in writing to the Graduate Representative of the Spanish Graduate Program, the student may request a change in the membership of his/her Supervisory Committee. Changes are usually requested due to a change in research topic or a prolonged research sabbatical on the part of a faculty member, etc. The committee change form may be obtained from the Graduate College.

The student should first discuss the change directly with the faculty member involved and the Chair of his/her supervisory committee, who will also inform the Graduate Representative of the Spanish Graduate Program in writing of his/her opinion. If the parties directly involved do not agree, the Graduate Representative of the Spanish Graduate Program will submit the matter to the Spanish Doctoral Committee for its resolution. The committee change request must be approved by the Graduate College.

### **Written Comprehensive Examination**

Written Comprehensive Examinations are administered only for the MA in Literature and Culture.

Students pursuing an MA in Spanish Linguistics will present and defend a portfolio in lieu of taking Comprehensive Exams.

### **Thesis Prospectus Development and Presentation**

Students submit a Thesis prospectus after completion of the written comprehensive examinations or the presentation and defense of the portfolio.

The prospectus should be developed by the student in consultation with the Supervisory Committee. The prospectus should specify the theoretical model to be used, the corpus to which it will be applied, and the tentative significance of the research proposed. The prospectus will usually run from five to eight pages, excluding the supporting bibliography, which should list all major sources.

The prospectus must be approved by the student's Supervisory Committee prior to being allowed to continue work on the thesis.

### **Prospectus in Literature and Culture**

The prospectus in Literature and Culture should include the following points:

- 1) Status of criticism on the author, work, or topic.
- 2) Importance of the research in terms of contemporary critical interests and priorities.
- 3) Proposed plan/schedule of work.
- 4) Anticipated problems in obtaining the research materials.
- 5) Critical sources, focus, models that will be used.
- 6) Previous research that might serve as a model for this work.
- 7) Any other information considered pertinent at this time.
- 8) A bibliography following the MLA style of primary sources to be studied and secondary sources that indicate both the critical focus and the major criticism on the author or group within whose context the study will be conducted.

### **Prospectus in Linguistics**

The prospectus/por in Linguistics should include the following points:

- 1) Statement of the problem.
- 2) Brief review of the literature on the topic.
- 3) Justification of need for the study.
- 4) Hypotheses to be tested/research questions.
- 5) Research design and methodology to be used for data collection.
- 6) Format for presentation and analysis of the data.
- 7) Expected conclusions and implications for future research.
- 8) The proposed plan/schedule of work.
- 9) Problems anticipated in obtaining the research materials.
- 10) Any other information considered pertinent at this time.
- 11) A bibliography following LSA, MLA, or APA guidelines.

## GUIDELINES FOR THE MASTER OF ARTS THESIS

All programs for the Master of Arts degree in Spanish involve training in research, and all students are required to present a thesis. The thesis is the document presented by a candidate for the Master of Arts degree in demonstration of her/his ability to conduct documented scholarly research in conformance with the prevailing standards of scholarship in the humanities in general and Hispanic scholarship in particular.

### Graduate College Requirements

Candidates should consult the *Graduate Catalog* statement on "Thesis Requirements" The preparation of the thesis must conform to established Graduate College format and is bound and placed in the university library. All candidates adhere strictly to the deadlines established and listed in the Graduate Catalog which include filing for graduation, filing final copies, etc. The thesis is defended before a committee during the regular academic year (fall or spring, but not during the summer sessions).

Graduate College policy requires that each student writing a thesis must register for a minimum of six (6) semester hours of thesis. Credit taken to fulfill the thesis requirement must appear on the program of study.

### Procedure

The thesis is normally about 100 typed pages in length, including notes and bibliography. The most recent edition of the style manuals appropriate for either linguistics or literature (such as the Modern Language Association's *Handbook for Writers of Research Papers*) is followed for the preparation of the thesis.

The thesis is prepared under the guidance of a three-member supervisory committee and is defended publicly before them. The director of the thesis is primarily responsible for ensuring its completion in conformance with prevailing scholarly standards for our disciplines. The Chair / Director of the thesis fulfills a mentor role *vis-à-vis* the student, setting the focus of the research project, guiding the candidate in all phases of his/her work, and maintaining the highest possible academic standards.

The members of the Supervisory Committee need timely access to the draft of the thesis in order to afford them the chance to make comments for the substantive changes toward accuracy and quality of research, information and exposition. The Chair of the Supervisory Committee (who is also the Director of the thesis) and the candidate share the responsibility of providing members of the Supervisory Committee with drafts of the chapters or work in progress for their examination and opportunity to suggest modifications prior to preparing the final draft for the oral defense. The candidate is responsible for providing the members of his/her committee with a copy of the final manuscript of the thesis at least ten working days prior to the date of the oral defense. Any substantive changes made between this date and the defense must be communicated in writing to the committee members three working days before the date of the oral defense. The candidate is responsible for retaining the copies of the drafts with the suggestions of the committee members and providing a reasonable defense for their inclusion or exclusion, in the event of differences of opinion. However, and by virtue of his/her mentor role, the Director must be allowed considerable authority in determining adequate levels of research, methodology and documentation.

The candidate cannot request the oral defense (final examination) of the thesis until all supervisory committee members consider it convenient and once they have had the opportunity to see the *thesis in its entirety*, and have been able to discuss it with the candidate, and until the majority of them are satisfied with its scholarly substance. Members of the student's supervisory committee are requested to submit their comments in writing, and the chair will be responsible for circulating them among the members of the committee. The approval page of the thesis cannot be signed by the committee until the majority of the members are satisfied with its scholarly substance, subsequent to a successful oral defense of the thesis.

## PROGRAMS OF STUDY FOR THE MASTER OF ARTS DEGREE

The Spanish Program in SILC offers Master of Arts Degrees in two concentrations:

- Literature and Culture
- Linguistics

### MASTER OF ARTS DEGREE IN LITERATURE AND CULTURE

This concentration includes a minimum of 30 semester hours of graduate level work as approved by the student's Supervisory Committee. The program must include SPA 545 Concepts of Literary Criticism, and 6 semester hours of SPA 599 Thesis.

There are two areas (Peninsular and Spanish American Literature and Culture) and four periods in which the student may choose to specialize:

- Peninsular (to 1700)
- Peninsular (from 1700- )
- Spanish American (to Independence, including Mexican American)
- Spanish American (from Independence to Present, including Mexican American)

For the purpose of the preparation of the Program of Study, it is important to take into consideration that M.A. students must complete at least *two courses in different genres in each area*. All courses must be under the SPA prefix.

### Reading List for the Master of Arts Degree in Literature and Culture

There is a suggested list of readings covering major Hispanic authors at the end of this Spanish Graduate Handbook. It is the task of the student and his/her Supervisory Committee to prepare a more specific comprehensive Reading List for his/her exams. The M.A. comprehensive examination in literature and culture will be concerned with the broader aspects of Spanish and Spanish American literatures, tracing the development of genres, making connections between works and movements and the application of critical theory to them and to texts. It is assumed that the student will consult a standard history of Spain, a history of Spanish America, a history of the Spanish / Mexican American Southwest, current manuals of Hispanic literature, and critical texts covering the various periods. Students are encouraged to review the course syllabi and bibliographies, to consult the faculty members who teach literature courses for advice in preparation for the examination, and, especially, members of their Supervisory Committee about any readings required. A satisfactory verification that materials have been read is required for the student to be allowed to take the comprehensive examination.

### Comprehensive Examination in Literature and Culture

Upon approval of the Program of Study, a student requesting the Comprehensive Examination must file the appropriate forms (obtainable from the Graduate College) with the Graduate Representative of the Spanish Graduate Program

The student should consult the reading lists at the end of this Spanish Graduate Handbook, course syllabi and individual faculty members. Based on this, a reading list will be produced by the student in consultation with the Supervisory Committee. If this reading list is considered unacceptable or significantly incomplete by the Supervisory Committee, the student will not be allowed to proceed with written comprehensive examination until the stated deficiency is covered.

Students normally are expected to write the Comprehensive Examination after completion of 24 hours of coursework. The examination will be taken between 8 a.m. and 5 p.m. and, while taking the examination. Professional examination standards will be maintained.

The candidate will be examined in two out of the four periods. S/he is responsible for preparation in all genres of the selected periods, irrespective of the actual coursework taken. The student may select both periods in Peninsular literature or both in Spanish American literature, or one each in Peninsular and Spanish American.

The student will be presented with three essay questions in each of the two periods, and will be required to write on two out of the three in each period. In addition, there will be a textually-based question, requiring analysis of a specific literary text (reproduced in the examination). Thus a total of five examination questions will be answered. The written comprehensive examination is taken in one day and is of eight hours duration.

Each question will be graded individually by the three members of the committee, and the average grade for all five questions must be at least 3.0 (on a 4-point scale) in order for the student to pass the examination.

Failure in the comprehensive examination is considered final. Only one re-examination is permitted. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination.

### Sample questions

1. Discuta las manifestaciones del barroco en la comedia de la escuela de Calderón.
2. Basándose en Vicente Huidobro, Pablo Neruda, Octavio Paz y cual(es)quier otro(s) poeta(s) que le parezca(n) conveniente(s), caracterice la poesía latinoamericana del siglo XX con especial referencia a la contribución de las tres figuras mencionadas.
3. Trace una caracterización del uso del romance en la poesía de los siglos XIX y XX relacionándolo con el rol del romance como género poético tradicional de España.
4. Haga una comparación entre uno de los prosistas místicos y el Quevedo prosista, con referencia a contenido, propósito y características estilísticas. Sea específico con sus ejemplos.
5. Considere el "Llanto por Ignacio Sánchez Mejías" de Federico García Lorca, a) en cuanto a *La deshumanización del arte* de Ortega y Gasset, y b) en cuanto a la tradición de la elegía, comparando el poema con las "Coplas" de Jorge Manrique.
6. Analice *Cien años de soledad* y *Rayuela* desde las perspectivas teóricas del narrador, del lector y del signo.

7. Analice los cambios estéticos y técnicos que representan los cuentos de José Martí, Manuel Gutiérrez Nájera y Rubén Darío en la narrativa hispanoamericana finisecular.
8. Compare las estrategias narrativas en *El condado de Belken—Klail City* de Rolando Hinojosa, *Caras viejas y vino nuevo* de Alejandro Morales, *Los muertos también cuentan* de Miguel Méndez y *Santuarios del corazón* de Margarita Cota-Cárdenas.
9. Análisis:

**“A la esperanza”**

Verde embeleso de la vida humana  
 loca Esperanza, frenesí dorado,  
 sueño de los despiertos intrincado,  
 como de sueños, de tesoros vana;  
 alma del mundo, senectud lozana,  
 decrepito verdor imaginado;  
 el hoy de los dichosos esperado  
 y de los desdichados el mañana:  
 sigan tu sombra en busca de tu día  
 los que, con verdes vidrios por anteojos,  
 todo lo ven pintado a su deseo;  
 que yo, más cuerda en la fortuna mía,  
 tengo en entrambas manos ambos ojos  
 y solamente lo que toco veo.

Al analizar este poema de Sor Juana Inés de la Cruz, refiérase a los siguientes aspectos como elementos mínimos, aunque se pueden incluir otros adicionales que juzgue pertinentes:

- 1) las estructuras formales del poema;
- 2) el hablante poético; oyente poético;
- 3) las imágenes sinestésicas;
- 4) las oposiciones o inversiones semánticas, sintácticas y conceptuales;
- 5) ¿Qué valor cobra la esperanza en este poema?
- 6) ¿Cómo se relaciona este poema con la lírica hispánica barroca en general?

## **MASTER OF ARTS DEGREE IN LINGUISTICS**

The Masters' degree program in Spanish with a concentration in Linguistics consists of two subconcentrations: sociolinguistics and second language acquisition/applied linguistics.

### **Sociolinguistics Subconcentration**

Sociolinguistics is the study of the relationship between language practices and social structure. The field of sociolinguistics encompasses the areas of pragmatics (or the study of the meaning of language in use in specific contexts), conversation and discourse analysis, and the analysis of language variation and change at all levels (phonetic, phonological, lexical, morphological, syntactic). In addition, sociolinguistics interacts with neighboring disciplines such as sociology, anthropology and education in order to examine the use of language in specific domains, for example language policy and language planning, language in the media, and language in the classroom. The MA in Spanish Sociolinguistics at ASU is appropriate for students wishing to acquire a deep and broad understanding of the field in preparation for doctoral level study in sociolinguistics and/or teach Spanish at the university or community college level. Candidates must complete a minimum of 30 semester hours of graduate level work (24 hours of coursework, 6 hours of Thesis [SPA 599]). At least 15 out of 24 hours of coursework must be taken in Spanish under the SPA rubric. After completion of coursework, which includes a variety of required and elective courses, students are required to write a thesis based on their original research. Thesis topics in this area could include such themes as language maintenance and shift or code-switching in language contact situations, a sociolinguistic study of phonological, morphological or syntactic variables, language attitudes and ideologies, pidgins and creoles, language and gender issues, (im)politeness and Spanish oral discourse, political discourse, small talk, and pragmatic variation.

### **Program of Study (Sociolinguistics) (30 hours)**

#### Prerequisites:

- SPA 400/598 Intro. to Hispanic Linguistics (or approved equivalent, e.g. FLA 400/598).
- SPA 412 Advanced Conversation and Composition (or approved equivalent).

#### Requirements (18 hours):

- SLC 598: Research Methods (or a 3 credit approved equivalent, e.g. LIN 500: Bibliography and Research Methods for Linguists)
- SPA 544: Spanish Phonology (3)
- SPA 543: Structure of Spanish (3)
- SLC 598 Sociolinguistics (3)
- SPA 598: Spanish Oral Discourse (3) **or** SPA 598: Spanish Pragmatics (3)
- SPA 541: Spanish Language in America (3) **or** SPA 542: Spanish in the Southwest (3)

#### Electives (6 hours): Chosen in consultation with the student's advisor, may include:

- SPA 540: History of Spanish (3)
- SPA 598: Spanish Oral Discourse (3)
- SPA 598: Spanish Pragmatics (3)
- SLC 598: Advanced Topics in Sociolinguistics (3)
- SPA 541: Spanish Language in America (3)
- SPA 542: Spanish in the Southwest (3)

#### Thesis (6 hours):

- SPA 599 (6)

## **Second Language Acquisition/Applied Linguistics Subconcentration**

Second Language Acquisition (SLA) occurs when people acquire a language in addition to their native language. Study of the field of SLA incorporates insights gleaned from the fields of psychology, sociolinguistics and other related disciplines to provide students with an understanding of cognitive and social factors that affect the process of acquiring a second language (L2). The study of SLA covers a wide range of topics, which may include the investigation of the acquisition of phonological, morphological, syntactic and lexical phenomena by L2 learners, the variable nature of Interlanguage, developmental sequences and form-function studies, L2 conversational analysis, sociolinguistic/ pragmatic aspects of L2 acquisition (e.g., gender and age issues), learning strategies, communication/ discourse strategies, and the effects of individual variables (e.g., personality, hemisphericity, learning styles, aptitude, affective factors [attitude, motivation]), the use of different types of foreign language instruction, the context of learning (classroom vs. study abroad vs. immersion settings) and the use of language learning technology on the acquisition process.

Applied Linguistics provides the theoretical and descriptive foundations for the investigation and solution of language-related 'real-world' problems, especially those concerning language education (first-language, second-language and foreign-language teaching and learning). As a result, this type of research draws on key concepts from discourse analysis and sociolinguistics and touches on a particularly wide range of issues - psychological, pedagogical, social, political and economic as well as linguistic.

The Masters in Second Language Acquisition/Spanish Applied Linguistics is appropriate for students wishing to acquire a deep and broad understanding of the field in preparation for doctoral level study in second language acquisition or foreign language education and teach at the university or community college level. Candidates must complete a minimum of 30 semester hours of graduate level work (24 hours of coursework, 6 hours of Thesis [SPA 599]). At least 15 out of 24 hours of coursework must be taken in Spanish (under the SPA rubric).

After completion of coursework, which includes a variety of required and elective courses, students are required to write a thesis based on their original research. Thesis topics in this area could include such themes related to the topics mentioned in the first paragraph of the description of this track.

### **Program of Study (SLA / Applied Linguistics) (30 hours)**

#### Prerequisites:

- SPA 400/598 Intro. to Hispanic Linguistics (or approved equivalent, e.g. FLA 400/598).
- SPA 412: Advanced Conversation and Composition (or approved equivalent).

#### Requirements (18 hours):

- SLC 598: Research Methods (3) (or a 3 credit approved equivalent, e.g. LIN 500: Bibliography and Research Methods for Linguists)
- SPA 544: Spanish Phonology (3)
- SPA 543: Structure of Spanish (3)
- SLC 515: Second Language Acquisition (3)
- SPA 598: Spanish Applied Linguistics (3)
- SLC 598: Teaching Pragmatics (3)

Electives (6 hours): Chosen in consultation with the student's advisor, may include:

- SPA 591: Methods of Teaching Foreign Langs. (or approved equivalent) – in Summer
- SPA 540: History of Spanish (3)
- SPA 541: Spanish Language in America (3)
- SPA 542: Spanish in the Southwest (3)
- SPA 598: Spanish Oral Discourse (3)
- SLC 598: Language Learning Technology (3)
- SLC 598: Language Evaluation and Assessment (3)

Thesis (6 hours):

- SPA 599 (6)

### **Portfolio for the MA in Linguistics**

**Students in the MA in Linguistics Program** are required to present a Portfolio which should contain:

- (1) A narrative/statement (2-4 pages) contextualizing the selected papers within the student's broader program of study and his/her development as a scholar.
- (2) Two high quality research papers (10-25 pages) that:
  - are revised final papers from two Program of Study classes.
  - are original, empirical works.
  - substantially incorporate professor's comments and suggestions for development. contain thorough, relevant literature review, discussion of theoretical framework, description and justification of methodology, analysis of data, and discussion of results.
- (3) Transcript/Program of Study including courses taken toward degree and MA committee membership

The **Oral Defense for the MA Portfolio in Spanish Linguistics** will:

- be scheduled roughly two weeks after the portfolio is submitted.
- cover the papers in the portfolio as well as general knowledge related to the student's chosen track (Sociolinguistics, SLA/Applied Linguistics).
- be attended by the student and his/her committee, the members of which will ask questions.

## **DOCTOR OF PHILOSOPHY DEGREE**

The Spanish Program in the School of International Letters and Cultures offers the Doctor of Philosophy degree in two concentrations:

- Literature
- Cultural Studies

The Ph.D. in Spanish consists of 54 semester hours of graduate level work beyond the 30 M.A. credits. This means students must take up to 42 credits in courses and complete 12 dissertation credits (SPA 799). These hours of graduate course work are considered the minimum for a doctoral program and must be taken at ASU. All courses must be under the SPA prefix. Depending on the student's educational experience, the Spanish Doctoral Committee through the student Supervisory Committee may request that s/he take more credits to correct certain areas.

### **Objectives**

The intent of the Ph.D. program in Spanish is to be as flexible as possible. Recognizing the many demands put upon the scholar in the modern world and the wide variety of specialized interests, every attempt will be made to plan a program of study that will best prepare the candidate for a productive career in the discipline of Hispanic studies. Thus, rather than specifying a general and rigid program of courses, broad areas of competence, to be measured by the written and oral comprehensive examination administered at the end of formal course work and prior to the execution of the Ph.D. Dissertation, have been established. It will be the student's responsibility to prepare these areas through formal course work, in consultation with his/her Supervisory Committee and with the Spanish Graduate Faculty in general.

### **The Ph.D. in Spanish (Literature)**

A typical doctoral program with concentration in Literature will consist of a variety of graduate SPA courses in literature, selected among various geographical areas and historical periods, as approved by the student's supervisory committee. Specifically, a required prerequisite is: SPA 545 "Concepts of Literary Criticism".

Possible courses are, among others, courses in Spanish and Spanish American Literatures, courses in specific Spanish and Spanish American literary genres, areas, as well as particular literary studies (Spanish and Spanish American key literary works and authors, movements and other approaches to literature). The student's individual program of courses –as reflected in the Program of Study- will be determined in consultation with the student's Supervisory Committee Chair. The written comprehensive and oral examination in concentration in Literature will follow the established model of examination, with genre, period, and specialization segments possibly overlapping but not coinciding, and in genre and period covering both Peninsular and Spanish American literature (including Mexican-American literature).

### **The Ph.D. in Spanish (Cultural Studies)**

A typical doctoral program with Concentration in Cultural Studies will consist of a variety of courses in culture, literature, and linguistics, diversified between geographical areas and historical periods, as approved by the student's supervisory committee. Specifically, a required prerequisite is: SPA 545 "Concepts of Literary Criticism". Possible courses are, among others, courses in Spanish and Spanish American Culture, courses in Spanish and Spanish American Film and other areas dealing with cultural studies (Spanish and Spanish American Feminism, Women's Writing, Gender Studies, Theoretical approaches, Popular Culture, Critical Discourse, Spanish Pragmatics, Spanish in the Southwest, Spanish Discourse Analysis, Spanish language in America and others). The student's individual program of courses as reflected in the Program of Study will be determined in consultation with the student's Supervisory Committee Chair. The written comprehensive and oral examination in Concentration in Cultural Studies will follow the established model of examination, with genre, period, and specialization segments possibly overlapping but not coinciding, and in genre and period covering both peninsular and Latin American culture. The examination in Cultural Studies cannot be limited to, but need not exclude literature: for example, in genre, the student will choose between taking the exam in literature or in arts and visual culture: period must cover all genres; specialization will be worked around the dissertation topic.

### **Spanish Graduate Fellowship Award**

The Spanish program, through a special initiative made available by the Dean of the College of Liberal Arts and Sciences, will offer the Spanish Graduate Fellowship Award (SGFA) as a stipend to be awarded annually in addition to the Teaching Associateship to one or two of the most outstanding applicants to Ph.D. program in Spanish. (For specific information see the corresponding section in this Handbook).

### **Program of Study**

Students will be admitted for a Ph.D. at large. At that time, if needed, specific areas of weakness may be specified by the Spanish Doctoral Committee. Within the second semester of their studies, students have to declare their concentration (Literature or Cultural Studies). Students also need to file an official Program of Study (iPOS) following the requirements of the graduate programs in SILC. Students need to work with their Supervisory Committee Chair and submit the iPOS to the Graduate College not later than the very beginning of the third semester.

On the program of study (iPOS) obtained from the Graduate College, the student lists the courses taken with the grades obtained, as well as the courses s/he is in the process of taking, or expects to take. Changes in the Program of Study may be made later if necessary, but it is required to prepare a clear iPOS filed together with the name of the Chair of the Supervisory Committee and the names of the other members of the Supervisory Committee. Once the program of study has been completed, it must be checked and signed by the Chair of the Supervisory Committee and by the Graduate Representative of the Spanish Graduate Program.

The student's individual Program of Study covering the various periods of Spanish and Spanish American literature and culture, as well as the critical, historical, and political background of both areas, will be determined in consultation with the student's Chair / Advisor, subject to approval by

his/her Supervisory Committee, the Graduate Representative of the Spanish Graduate Program and the Dean of the Graduate College.

### **Qualifying Examination**

Applicants to the Ph.D. Program coming with a B.A. in Spanish from any of the top 20 Spanish programs in the U.S. or with a completed degree in Spanish from a prestigious program in a Latin American or a Spanish university may be admitted directly into the Ph.D. program bypassing the M.A. degree. The program will include 84 credit hours and students will also have to pass the qualifying exam at the level of the M.A. degree after completing 24 credit hours of coursework.

The qualifying examination, following the same format of the M.A. written examination, will be taken under the direction of the Spanish Doctoral Committee and it will be administered by the Chair and the members of the (provisional) Supervisory Committee. If needed, students will be required to submit a research paper from one of his/her classes to the Spanish Doctoral Committee.

Students who have received their M.A. more than five years prior to admission to the doctoral program will also be required to take this examination after completing 9 credit hours of coursework.

Students with an M.A. in Linguistics will not be accepted directly to the Ph.D. in Spanish. These students will be required to follow the regular route for literary studies and begin with the M.A. in Spanish (Literature and Culture).

### **Time Limitations**

A doctoral candidate must complete his/her Ph.D. Dissertation defense within five years after passing the comprehensive examinations. Any exception must be approved by the Supervisory Committee, the Graduate Representative of the Spanish Graduate Program, the SILC Associate Director of Graduate Studies and the Dean of the Graduate College. In some instances, it will involve having to take several courses in the Spanish Ph.D. Program and the repetition of the Comprehensive Examinations.

### **Ph.D. Supervisory Committee**

All students accepted into the doctoral program in Spanish will form a three member Supervisory Committee. The purpose of this Committee is to advise the student in the Program of Study, evaluate his/her yearly progress and performance, administer the comprehensive examination (written and oral), and organize the oral defense of the Ph.D. Dissertation. The Chair of the student's Supervisory Committee must be approved by the Graduate College for directing a dissertation (see the list at the end of this Spanish Graduate Handbook and on the Graduate College website.)

The Chair of the student's Supervisory Committee serves as the primary advisor and mentor to the student as well as the Director of the dissertation. The Graduate Representative of the Spanish Graduate Program, besides being a member or chair of some supervisory committees, will be a member *ex officio* of all supervisory committees.

The three members of the student's supervisory committee will represent a balance between the areas of Spanish and Spanish American (including Mexican American) literatures and cultures. It is strongly recommended that the three members of this committee have recognized expertise in the contents of the courses taken by the student and be familiar with the segments of the Comprehensive exams (historical periods, literary genres and area of specialization) which are always written by the student in the target language: Spanish.

Upon the successful completion of the Comprehensive Exams (Written Exams and Oral exam, including the Prospectus defense) the student will inform the Chair of his/her supervisory committee about his/her final decision to add or not to add up to two (2) more new members for the Supervisory Committee who would also assist advising in the Ph.D. Dissertation. These new members have to be part of the Spanish Graduate Faculty list approved by the Graduate College (see the list at the end of this Spanish Graduate Handbook) The Chair of the Supervisory Committee will immediately inform the whole committee about this decision and, if necessary, will contact the newly added committee member(s). This final committee will be charged with overseeing the successful completion of the Dissertation.

If the student's research warrants it, the student's Supervisory Committee may also request permission from the Spanish Doctoral Committee to include a member from outside the approved list of Spanish Graduate Faculty (within or outside of ASU). This member will be proposed by the Chair of the Supervisory Committee or by the student. The Chair of the Supervisory Committee will make official contact on behalf of the program and will establish the parameters of his/her collaboration on the Supervisory Committee. The program cannot assume any expenses incurred by having an external member of the committee.

### **Change of Ph.D. Supervisory Committee**

It is understood that, for valid professional reasons expressed in writing to the Graduate Representative of the Spanish Graduate Program, a student may request a change in the membership of his/her Supervisory Committee. The student should first discuss the change directly with the faculty member involved, who will also inform the Graduate Representative of the Spanish Graduate Program in writing of his/her opinion. If the two parties involved do not agree, the Graduate Representative of the Spanish Graduate Program will submit the matter to the Spanish Doctoral Committee. The committee change request must be approved by the Graduate College. Except for unusual circumstances, the student will not be allowed to change the Chair of his/her Supervisory Committee after the thesis prospectus has been submitted and approved.

### **Language Reading Knowledge Requirement**

Each prospective doctoral candidate is expected to demonstrate a reading knowledge of two languages other than English and Spanish. The student will choose the two languages in consultation with his/her Supervisory Committee. The Language Reading Knowledge Requirement must be satisfied before the candidate is eligible to take the comprehensive examination. Language examinations passed at other institutions may be validated through application to the Graduate College. The Language Reading Knowledge examinations need to be performed and evaluated by SILC tenured or tenured-track professors in their respective language area / Faculty. These examinations may be taken at any time during the regular Academic Year (fall and spring semesters) and they will be scheduled by the Chair of the student's Supervisory Committee.

The two examinations (one for each different language) needed to satisfy the Spanish Ph.D. "Language Reading Knowledge Requirement" follow the same format as the ASU Graduate Foreign Language Exam. The two books –one for each of the languages selected- must be a minimum of 200 pages, must be a scholarly work, must not be fiction or poetry, and must be approved by both the student's advisor and by the faculty examiner. It is advisable for the exams to relate to the applicant's field of study or research. Students will be graded on their ability to translate a short passage, twenty-seven lines to two pages, of the foreign language being tested into standard coherent English. Translations should include main ideas and important details of the passage. The exams are graded on a pass/fail basis. A 'Pass' translated text would contain main ideas and important details of the foreign language text. Vocabulary and grammar would contain main ideas and important details of the foreign language text. The English translation should consist of grammatically correct sentences, which form a coherent text that could stand on its own as an understandable piece of prose. The results of the exams will be reported to the Chair of the student's Supervisory Committee and he/she will report it to the student and his/her Supervisory Committee no later than 4 weeks after the exam was taken by the student.

## ADMINISTRATION OF THE PH.D. COMPREHENSIVE EXAMINATION

The comprehensive examination will be given at or near the completion of the student's course work. The Ph.D. comprehensive examination in Spanish consists of *written examination* and an *oral examination*.

It will be the responsibility of the candidate to carry out the paperwork involved in the approval of his/her program of study by the Graduate College. The candidate will, with the assistance of his/her committee chair, secure the participation of appropriate graduate faculty in constituting the examining committee.

The candidate is responsible for compliance with all requirements set by the school, the Spanish doctoral committee, the examining committee, and the Graduate College.

### Guidelines for the Written Comprehensive Examination

The written examination consists of three segments:

1. *Period*. The student will be examined on a broad-based period of literature, usually a century or substantial segment thereof. The student is responsible for literature or culture in both Spain and Spanish America and should have a good grasp of other relevant Western literature or culture of the same period. The period to be covered should not coincide with the following two segments.

2. *Genre*. The student will be examined on historical, theoretical and other relevant issues associated with a particular genre of literature or culture; it is assumed that illustrations will be drawn from Spanish and Spanish American literature or culture. Traditional literary genres are: narrative, poetry, drama, and essay. Cultural genres are, for example: film, theater, popular culture, visual arts or diverse nonliterary genres. The genre chosen should not coincide with the specialization. The examination will cover all the periods of a genre, and all the genres for the given period.

3. *Specialization*. The student will be examined on the figures and topics germane to the subject of his/her dissertation, including pertinent issues of a theoretical, bibliographical, and methodological nature.

Each segment will consist of two essay questions in separate sealed envelopes; the student, in the presence of the SILC Graduate Student Coordinator will draw one. The student will have *one week* writing time to elaborate the answer. The written essay should be between 15 and 25 double-spaced pages excluding bibliography. It is strongly advised that the student completes the written part of the comprehensive examination within one semester. Candidates will be required to write the examination in Spanish. It will be the responsibility of the student's Supervisory Committee to discuss the scope of each segment of the examination, and a copy of the specific recommendations made by the Supervisory Committee to each student will be placed in the student's academic file.

There are suggested lists of readings covering major Hispanic authors at the end of this Spanish Graduate Handbook. It is the task of the student and his/her Supervisory Committee to prepare a more specific comprehensive Reading List for the comprehensive exams. The student is responsible for covering the whole scope of the segments determined, irrespective of the courses s/he has taken. It is recommended that the Supervisory Committee meet to discuss the results of the comprehensive examination and to prepare the oral examination.

As it is finished, each examination will be given to the SILC Graduate Student Coordinator who will route the complete examination to the committee members for reading and assessment once all the segments have been written. Each member of the committee will be given a ballot on which to grade each answer of each segment of the comprehensive examination, as follows:

- A - 4
- B - 3
- C - 2
- D - 1

After all three examinations have been reviewed by all committee members the Supervisory Committee Chair will collect the ballots. The ballot will be secret. The Chair will inform the committee members and the candidate of the results. It is recommended that the student's Supervisory Committee meet to discuss the results of the comprehensive examination and to prepare the oral examination. Such a procedure, together with a written assessment by each committee member, will assure objectivity. In order for the student to pass each segment, the average of all answers in that segment must be a minimum of 3.0 point.

In the event that the candidate fails any one exam, s/he will be required to retake that exam within six months and prior to any oral exam. In the event that the candidate fails more than one exam, s/he will be required to retake all three exams within one year. A second failure will bar the student from further candidacy. The new exam will be evaluated by the same committee. (See current Graduate Catalog regarding the timeframe for application for re-examination).

The Supervisory Committee Chair is responsible for discussing the results of the exam with the candidate as well as directing her/him to discuss the exam with other members as needed and/or requested. In the event that the candidate obtains a passing score of 3.0 or above on each of the three exams, s/he will normally proceed to the oral examination within a month from the time the results of the written examination were communicated to him/her.

### **Guidelines for the Oral Comprehensive Examination**

If the written component of the comprehensive examination is passed, it will be followed, normally within a month, by an oral examination.

For the oral examination, in consultation with the supervisory committee, the student will prepare a dissertation prospectus and a reading list covering his/her field of specialization. The oral examination will address any weaknesses in the written examination and will focus primarily on student's dissertation Prospectus, including the field most closely corresponding to that of the dissertation as represented by the reading list.

It is strongly advised that the student complete the written part of the comprehensive examination within one semester. The Oral examination must be scheduled at the latest within the following semester after the written component has been completed.

The written and the oral component are the indivisible part of the doctoral comprehensive examination. If the oral examination is not completed within the established time limit (see above), the results of the whole exam will be no longer valid. The student, then, will have to retake the whole comprehensive exam (both written and oral components).

The Spanish Doctoral Committee will be responsible for resolving any irregularities arising from the written and oral examination.

### **Dissertation Prospectus**

The Dissertation Prospectus should be developed by the student in consultation with his/her Supervisory Committee. The prospectus should specify the theoretical model(s) to be used, the corpus to which it will be applied, and the tentative significance of the research proposed. The prospectus will usually run from ten to fifteen pages, excluding the supporting bibliography, which should list all major sources.

The prospectus should include the following points:

- 1) What is the status of criticism on the author, work or topic?
- 2) What is the importance of the research in terms of contemporary critical interests and priorities?
- 3) What is the proposed plan/schedule of work?
- 4) What are the anticipated problems in obtaining the research materials?
- 5) What critical sources, focus, models will be used?
- 6) What previous research might serve as a model for this work?
- 7) Any other information considered pertinent at this time.
- 8) A bibliography following the MLA style of primary sources to be studied and secondary sources that indicate both the critical focus and the major criticism on the author or topic within whose context the study will be conducted.

### **Candidacy (A.B.D. status)**

After successful conclusion of the comprehensive examination (written and oral) the candidate will apply for candidacy with the Graduate College.

Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree *except the dissertation* (A.B.D., 'all but dissertation'), i.e. after passing the oral examination.

After completing the coursework of 42 credit hours (beyond the 30 credit hours for the M.A.), students must enroll for a minimum of 12 hours of SPA 799 Dissertation credits to complete the 54 credits required for the doctoral program of study.

## THE DOCTORAL DISSERTATION

The dissertation is the document presented by a candidate for the Ph.D. in demonstration of the ability to conduct documented scholarly research in conformance with the prevailing standards of humanistic scholarship in general and Hispanic scholarship in particular.

Dissertations are prepared under the direction of a three-member supervisory committee (which can be expanded up to five members) and are defended publicly. The Director of the dissertation is the Chair of the student's Supervisory Committee and is primarily responsible for ensuring its completion in conformance with prevailing scholarly standards. Pursuant to guidelines established by the Graduate College, the Director of the dissertation fulfills a mentor role with respect to the student, setting the focus of the research project, guiding the candidate in all phases of his/her work, and maintaining the highest possible academic standards. The candidate should obtain the *Format Manual*, available in the Graduate College.

The student's Supervisory Committee for the dissertation will normally consist of three members but up to two (2) new members can be included at the time of writing the Ph.D. Dissertation.

The members of the committee need timely access to the draft of the dissertation, in order to afford them the chance to make comments for substantive changes toward accuracy of research, information, and exposition. The Director of the Dissertation and the candidate share the responsibility of providing members of the committee with drafts of the chapters in progress for their examination and the opportunity to suggest modifications prior to the typing of the final draft for the oral defense.

The candidate is responsible for providing committee members with a copy of the final manuscript of the dissertation at least fifteen working days prior to the date of the oral defense (the Graduate College must have a copy for its representative at least ten working days prior to the oral defense). Any substantive changes made between this date and the defense must be communicated in writing to the committee members before five working days of the date of the oral defense. In the event of differences of opinion, the candidate is responsible for retaining the copies of the drafts with the suggestions of the committee members and providing a reasonable defense for their inclusion or exclusion. However and by virtue of his/her mentor role, the Director of the candidate's dissertation must be allowed considerable authority in determining adequate levels of research methodology and documentation.

The candidate cannot request the defense of the dissertation until all Supervisory Committee members consider it convenient and once they have had the opportunity to see the manuscript in its entirety and have been able to discuss it with the candidate, *and until the majority of them are satisfied with its scholarly substance*. Members of the Supervisory Committee are requested to put their comments on the scholarly substance in writing, and the Director of the Dissertation will be responsible for circulating them among the members of the committee. If there are serious substantive questions raised by the other committee members, the whole Supervisory Committee should meet to resolve them.

## **APPLICATIONS FOR GRADUATE ASSISTANTSHIPS**

Candidates must first apply for admission to the graduate program independently through the Graduate College Admissions Office. It is expected that the applicant will have been accepted into the graduate program before s/he may be awarded a Teaching Assistantship. All interested candidates must submit an application form, including present teaching assistants who wish to be continued. Those applying for continuation should consult the section on Evaluation of Continuing Graduate Students/Evaluation Criteria in this Spanish Graduate Handbook.

Outside employment tends to impact negatively on progress to degree, which is a factor considered in awarding academic year and summer teaching positions. Similarly, prompt removal of Incompletes is strongly encouraged, since accumulated incompletes affect progress to degree, and, hence, also impact eligibility for academic year and summer teaching positions.

### **Additional Materials Required for Graduate Teaching Assistant/Associate Positions**

1. If a candidate is interested in obtaining a Teaching Assistantship, the two letters of recommendation should also address his/her competence in Spanish and his/her ability (potential or demonstrated) to conduct a university-level language course. If the authors of the academic letters are unfamiliar with a candidate's teaching ability, a separate letter addressing this issue from a more appropriate source should be included in the application package.

2. The Language Proficiency Form must be completed by a faculty member at an accredited institution.

### **International Students**

All Graduate Teaching Assistants/Associates for whom English is not their native language must have a minimum TOEFL score of 550 for paper-based, 213 for computer-based and 83 for internet-based for admission; and must also take the Test of Spoken English (TSE) or the ASU SPEAK Test (only given on campus at the ITA program office). Potential TAs must pass this test with a minimum of 55 (230 on the old scale), in order to secure their position. It is advisable that students take the TSE test in their home country, preferably at the time they take the TOEFL. If potential TAs do not take and pass the test prior to being offered a TA contract, they will have to arrange it as soon as possible—this is often logistically difficult and may put a TA position in jeopardy if not handled well in advance. If a potential TA does not receive the minimum passing score, their contract will automatically be voided. For more information contact Barbara Tibbets SILC Graduate Student Coordinator ([barbara.tibbets@asu.edu](mailto:barbara.tibbets@asu.edu)). International students should apply as early as possible in the fall semester.

### **Selection of Graduate Assistants/Associates for Academic Year Appointment**

The following priorities are in effect:

1) Ph.D. students who demonstrate satisfactory progress toward completion of degree requirements are normally supported for a maximum of five years.

2) M.A. students who demonstrate satisfactory progress toward completion of degree requirements are normally supported for a maximum of three years.

3) The deadline for submission of applications is usually January 1 of each year. Applications may be received after that deadline, although the committee begins the ranking and awarding of TAs as soon as possible after that date. Interested students should therefore not delay in submitting their application. Graduate studies may be initiated in any semester. TAs are only granted beginning in the fall semester. Applications will be processed by the Spanish Doctoral Committee. The Orientation and Teaching Methods course (or proof by examination of equivalent knowledge) will be required of all graduate students who hold TAs. That course needs to be taken in early August under the supervision of the Director of the Spanish Language Program and TA Supervisor. Failure to attend this Orientation and Teaching Methods course will automatically cancel the Teaching Assistantship / Associateship contract.

### **Selection of Graduate Assistants/Associates for Summer Sessions**

Students interested in being considered for summer appointment must submit applications separate from applications for the next academic year. The Spanish Doctoral Committee will review applications and, in light of the needs of the Spanish Program, a decision will be made regarding the positions, sessions, classes, and times awarded. The Spanish Doctoral Committee makes recommendations to the SILC Associate Director of Graduate Studies and to the SILC Director, who, as the executive officer of the School, makes all final decisions.

The Spanish faculty recognizes its obligation to provide continuous appointment for as many graduate students as possible during the summer months. However, *appointment to summer teaching positions is contingent on the needs and budgetary allowances of SILC*. Ordinarily, such appointments will be to teach the 100 and 200 levels and qualifications for such openings will be the same as during the regular academic year. Should openings occur at the 300 level, the teaching assistant should comply with the criteria established by the Spanish Doctoral Committee.

Applicants for summer positions must have been Teaching or Research Assistants/ Associates during at least one semester of the previous academic year. Applications will be ranked by the Spanish Doctoral Committee taking into account the following priorities and criteria: 1) Academic and teaching rating on a 10 point scale; 2) Preference will be given to doctoral students and then to Master's students with approved Programs of Study; 3) All factors equal, previous summer support will be taken into account; 4) Every attempt will be made to give Master's students a turn at summer teaching, pending available openings.

Since the committee's recommendations are made to the SILC Associate Director of Graduate Studies and to the SILC Director, it is their responsibility to inform students of the final disposition of their applications. Notification will be made at the earliest time permitted, pending final budget decisions for the summer sessions.

Successful applicants must register in one of the summer sessions for a minimum of 3 hours of course work applicable toward their graduate program in Spanish.

**Criteria for Candidates for 300-Level Assistantships**

The candidate must have taught at the 100 and 200 level (including 202 at ASU) with excellent evaluations by both students and TA Supervisor. Two of the candidate's last four evaluations must be presented. Candidates should be able to work independently and as a team, toward which a good recommendation in this area from their former TA supervisor will be required. Candidates need to be informed about modern methods and approaches to teaching, the proficiency movement, ACTFL scale, etc., and they should have had a formal methods course in recent years. All candidates interested in teaching at the 313-314 level will be interviewed by an appointed subcommittee of professors to discuss their teaching expertise and knowledge of methods. Candidates should have received excellent teaching evaluations (1.75 or better) from their students and from their supervisor. Candidates will preferably be doctoral-level native or near native speakers of Spanish (ACTFL superior level oral and written communication), however suitable M.A. candidates may be assigned to the 300-level if they meet the foregoing criteria and have a Spanish oral and written proficiency level of Superior on the ACTFL scale. The Faculty Head of the Spanish and Portuguese Program, the Graduate Representative of the Spanish Graduate Program, and the Director of the Spanish Language Program must approve all appointments of TAs to teach at the 300 level. Teaching Assistants will not be considered to teach at the 400 level.

## **EVALUATION OF CONTINUING GRADUATE STUDENTS**

On or before February 1 of each academic year the Chair of the student's Supervisory Committee and the Director of the Spanish Language Program are charged with submitting an evaluation of their students' academic progress and teaching performance.

Each student must present a printout of his/her graduate courses taken at ASU and file a brief self-evaluation addressing his/her academic progress, teaching and goals for the next academic year. Statements should include: 1. how many semesters of support s/he has received, including summers; 2. has s/he filed the official program of study, taken exams, participated at conferences; 3. pedagogical workshops, extracurricular pedagogical activities (such as Language Fair, conversation groups); and other pertinent information for the period covered by the evaluation.

Optionally, each teaching assistant may arrange, through his/her supervisor, to be evaluated by another faculty member. This evaluation will result in a narrative statement. The evaluation will be chosen in consultation with the supervisor and the teaching assistant who will submit the names of three faculty members s/he feels would be appropriate evaluators.

It is the student's responsibility to submit all the required paperwork by the deadline and to ensure that his/her academic advisor has filed the appropriate report. Incomplete dossiers cannot be considered.

### **Evaluation Criteria**

- Academic evaluation (6 maximum points)
  1. GPA (Grades, Course work) = up to 2 points
  2. Presentations at professional conferences
  3. Publications in professional journals
  4. Other achievements (grants obtained, honors received, etc).
  5. Progress towards degree (MA exam/Portfolio, MA thesis proposal, MA theses; PhD exams, PhD dissertation proposal)
  
- Teaching/research performance (4 maximum points)
  1. Courses taught (students' evaluations (mean Average Score)
  2. Evaluation by the Director of the Spanish Language Program

The period to be evaluated is February to February of each academic year.

## **SPANISH GRADUATE FELLOWSHIP AWARD (SGFA)**

A few special SGFA awards are available for recruitment of top doctoral students of exceptional promise, committed to academic and teaching excellence. The SGFA is awarded for a maximum of five years for students entering the program with a B.A. degree and for a maximum of three years for students entering with a M.A. degree.

### **Selection Process**

Ph.D. candidates who wish to be considered for these SGFA awards should indicate their interest in their cover letter as part of their graduate application materials. However, the pool of candidates will not be limited to those who state their interest. The Spanish Doctoral Committee (SDC) will review the pool of possible candidates for the SGFA.

Every year, March 1 will be the deadline for the Spanish Doctoral Committee to meet and establish the pool of candidates. The candidates will be individually reviewed by each member of the Spanish Doctoral Committee. Following the SGFA ranking table, each committee member will give a number of points to each candidate. By March 15 (or just before Spring Break) the Spanish Doctoral Committee will make a decision.

The most recent combined SGFA stipend and Teaching Assistantship totals around \$20,000 per academic year. SGFA awards will be given each year in either three-year (for students already possessing a Master's degree) or five-year (for students entering the Ph.D. program directly after obtaining their BA) packages. All students will be mentored during their first year. The duties as a Teaching or Research Assistant will be decided and assigned by the Spanish Doctoral Committee.

### **Conditions for holding SGFA awards**

All reappointments are contingent on completion of the previous assignment in a superior manner, including:

- Continuing superior performance in academics (maintain 3.75 GPA) and in teaching.
- Taking a minimum of 15 credit hours of graduate courses during the academic year (excluding summer).
- Meeting deadlines established for the milestones in the program (comprehensive exams, defense of the dissertation prospectus). These deadlines vary according to the length of the award package (see below SGFA Milestones).
- Perform duties as a Teaching or Research Assistant in a satisfactory manner as assigned by the supervisor and supervised by same.
- Fulfillment of these conditions will be reviewed annually by the Spanish Doctoral Committee.

- Students will be informed annually of their performance.

Further, holders of SGFA must sign a pledge that they are committed to finishing their doctoral program within the award period and that they will not work outside of the University during the period of holding SGFA.

Fulfillment of these conditions will be reviewed annually by the Spanish Doctoral Committee. Students will be informed annually of their performance. Those who fail to fulfill these responsibilities will be dropped from the SGFA program.

### **SGFA Milestones in the Program**

Typical five-year plan:

- By the beginning of the third year, the student writes the qualifying master's comprehensive examination.
- In the fourth year, the student writes the doctoral comprehensive examination (which includes preliminary dissertation prospectus) and is expected to be A.B.D. at the latest by the end of the fourth year.
- Fifth and final year, the student travels to the MLA Convention for job interviews, and defends dissertation.

Typical three-year plan:

- At the end of the second year, the student writes his/her doctoral comprehensive examination (which includes a preliminary dissertation prospectus), and is expected to be A.B.D. by the beginning of the third year.
- In the third year, the student travels to the MLA Convention for job interviews and defends dissertation.

## AWARDS FOR PERFORMANCE/PUBLICATIONS

The Faculty of Spanish in SILC normally confers the following awards:

- **España Award:** To be given to the best MA student with concentration in Spanish Peninsular literature.
- **Portuguese Award:** The award will be presented annually to a doctoral student enrolled as a regular student in Portuguese-language courses. Selection will be made by the Portuguese faculty.
- **M.A. in Latin American Literature Award:** The award will be made to the best M.A. thesis on a topic in Latin American literature defended during the twelve calendar months prior to the month of the award. Selection will be made by an ad hoc committee of the Spanish Doctoral Committee.
- **Latin American Publishing Award:** The award will be made to the best scholarly article published by a doctoral student during the twelve calendar months prior to the month of the award. Selection will be made by an *ad hoc* committee of the Spanish Doctoral Committee. The article chosen must have been published in a refereed journal such as those recognized by the "Master List" of the MLA's *International Bibliography*.
- **Mexican American / Northern Mexican Publication Award:** This award highlights the best scholarly article published in Mexican American literature and culture by an MA or doctoral student in specializing or sub-specializing in Mexican American Studies. The award will be made to the best scholarly article published during the twelve calendar months prior to the month of the award.
- **Teaching Award:** The award will be made to the best Teaching Assistant or Associate in good academic standing for the period of at least three consecutive semesters prior to the semester of the award. Selection will be made by an ad hoc committee of the Spanish Doctoral Committee.
- **Spanish Linguistics Award:** This award is given to the most outstanding Spanish MA student with a concentration in linguistics. Criteria for selection include: progress in the MA program and toward professional goals, quality of performance in linguistics classes, GPA, and professional activities (presentations / publications). Candidates for the award must be in at least their fourth semester in the MA program; preference will be given to qualified candidates who are working on their theses.
- **Gail Guntermann Award for Excellence in Teaching:** This award is offered, on a competitive basis, to the Teaching Assistant who designs teaching/assessment materials that will contribute to the improvement of instruction/assessment in the Lower Division Spanish courses.
- **David Raúl Foster Award:** for best research publication by a doctoral student in Latin American Literature and Culture.
- **Foster Latin America Research Fellowship Summer Stipends/Travel Support** for graduate students engaged in Latin American Studies.

**For Additional Scholarship/Fellowships/Awards, please visit the SILC Website as well as the ASU Graduate College website at <http://graduate.asu.edu/gcfellowships.html>**

## RIGHTS AND OBLIGATIONS OF THE STUDENT REPRESENTATIVES

Graduate students will be represented on the Spanish Doctoral Committee. Their representatives will have voice at previously established regular meetings. The right to voice at other meetings of the committee will be exercised through a member of the Spanish Doctoral Committee who will serve as spokesperson for the graduate students at the committee sessions that do not require the presence of the student representatives. Delegation of the right to voice will be made in writing. Graduate Representatives can attend meetings of the Spanish Doctoral Committee by request, except those that require discussion of personnel or personal matters.

Graduate Representatives represent the graduate students in their petitions or suggestions to the following School or University authorities:

- a. Director of the Spanish Language Program
- b. SILC Director and SILC Associate Director of Graduate Studies
- c. Spanish Doctoral Committee
- d. Graduate Representative of the Spanish Graduate Program
- e. Faculty Head of Spanish and Portuguese, SILC
- f. University administrators in general, as the specific case requires and the chain of command permits.

Serve as a link between the different educational and administrative levels of the School and the Spanish graduate students. This will be achieved by the following means of communication:

- a. discussions
- b. memoranda
- c. meetings, both regular and special
- d. posting on web page.

Student representatives will initiate the organization of graduate students' conference.

At the end of the spring semester, student representatives will organize annual elections of graduate representatives for the coming academic year.

Student representatives have the right to resign their position for either professional or personal reasons.

The representatives should conduct themselves according to the norms that professional behavior requires because they will frequently be privy to privileged or confidential information.

A representative may never represent another graduate student without the prior written authorization or request of that student.

### **SCHEDULE OF MILESTONES IN THE M.A. PROGRAM FOR GRADUATE STUDENTS**

- Semester 1: Establish contact with a preliminary Advisor / Chair.
- Semester 2: Meet with the (Preliminary) Supervisory Committee.
- Semester 3: Establish a Chair and Supervisory Committee.  
Discussion of Period, Genre, Specialization, Language Reading Requirement.  
Preparation of the Program of Study for approval by the Graduate College.
- Semester 4: Course work completed.  
Comprehensive Examination Presented.
- Semester 5: M.A. Thesis (Portfolio in Linguistics) in Progress.
- Semester 6: Completion of M.A. Thesis and Oral Defense.

### **SCHEDULE OF MILESTONES IN THE PH.D. PROGRAM FOR GRADUATE STUDENTS**

- Semester 1: Establish contact with a preliminary Advisor / Chair.
- Semester 2: Meet with the (Preliminary) Supervisory Committee.
- Semester 3: Establish a Chair and Supervisory Committee.  
Discussion of Period, Genre, Specialization, Language Reading Requirement.  
Preparation of the Program of Study for approval by the Graduate College.
- Semester 4: Course work
- Semester 5: Course work
- Semester 6: Course work
- Semester 7: Course work
- Semester 8: Course work completed, including the Reading Language Knowledge Requirement.  
Comprehensive Examination Presented.
- Semester 9: Ph.D. Dissertation in Progress.
- Semester 10: Completion of Ph.D. Dissertation and Oral Defense.

*Note: Graduate students with the SGFA should follow the corresponding SGFA milestones.*

## GRADUATE SPANISH FACULTY AND RESEARCH SPECIALIZATIONS

- ACEREDA**, Alberto. Professor (Ph.D. University of Georgia): Latin American and Spanish Peninsular Literature. Modernismo. 19th- and 20th-century. Poetry. Transatlantic Studies.
- FOSTER**, David William. Regents' Professor (Ph.D. University of Washington): Latin American narrative and theater, Argentine literature, Mexican literature, Brazilian literature, Latin American film, Hispanic bibliography, literary/cultural theory, gender/queer theory.
- GARCÍA-FERNÁNDEZ**, Carlos Javier. Professor (Ph.D. University of California at Davis): 19th and 20th-century Spanish narrative, Spanish film studies.
- GARCÍA-FERNÁNDEZ**, Carmen. Associate Professor (Ph.D. Georgetown): Spanish pragmatics, conversational analysis, cross cultural communication and foreign language teaching methodology.
- HERNÁNDEZ-GUTIÉRREZ**, Manuel de Jesús. Associate Professor (Ph.D. Stanford University): Mexican American literature (novel, short story, theater, essay), Chicana writing and feminist theory, Chicano/a literary criticism, U.S. Latina/o literature (Neoricano, Cuban American, Nica-American), Pan-Latino theory, postcolonial theory.
- LAFFORD**, Barbara. Professor (Ph.D. Cornell University): Spanish linguistics, second language acquisition (lexical acquisition, effects of the context of learning), applied linguistics, computer-assisted language learning, sociolinguistics, Hispano-American dialectology.
- ROSALES**, Jesús. Associate Professor (Ph.D. Stanford University): Mexican American literature. Chicano and Latino literatures and cultures.
- SÁNCHEZ**, Angel. Associate Professor (Ph.D. University of Minnesota): Golden Age literature.
- TOMPKINS**, Cynthia Margarita. Associate Professor (Ph.D. Pennsylvania State University): Latin American narrative and theater; women writers; film and cultural production; literary theory, criticism and aesthetics; feminist theory; postmodernism; comparative literature and translation studies.
- URIOSTE**, Carmen. Associate Professor (Ph.D. Arizona State University): Spanish literature: 20th Century Spanish fiction, popular studies, cultural studies, literary theory.
- VOLEK**, Emil. Professor (Ph.D. Charles University, Prague): 20th-century Latin American narrative, theater and poetry, Caribbean, Central American, and Mexican literature, literary theory and cultural studies, avant-garde and postmodern literature and culture, magic realism, Latin Americanism and other *macondismos*.

**TRANSDISCIPLINARY DOCTORAL SPANISH FACULTY**

The following professors at ASU are also available to serve as members of Supervisory Committees, not as Committee Chairs / Dissertation Directors:

**ALARCÓN**, Justo (Spanish, SILC)

**ARREOLA**, Daniel (Geography)

**CÁRDENAS**, Lupe (Language, Culture, History, ASU West)

**ELENES**, Alejandra (Women's Studies, ASU West)

**GRATTON**, Brian (History)

**HORAN**, Elizabeth (English)

**KELLER**, Gary (Hispanic Research Center)

**LAVRIN**, Asunción (History)

**MCELROY**, Isis (Portuguese, SILC)

**MENJÍVAR**, Cecilia (Social Family Dynamics)

**RAMÍREZ**, Daniel (Religious Studies)

**REYES**, Guillermo (Theater and Film)

**RÍOS**, Alberto (English)

**SÁNCHEZ**, Marta (TCLS)

**STONNER**, Lynn (History)

**SWANSON**, Tod (Religious Studies)

**VALDIVIESO**, Teresa (Spanish, SILC)

## SUGGESTED READING LISTS

The following are several suggested reading lists covering general works, areas / periods and genres including major works and authors of Spanish and Spanish American (including Mexican-American) Literatures and Cultures. At the end, there is also a list for Spanish Linguistics. These lists are suggestive rather than definitive and they *only* intend to be a list of works for the student and his/her Supervisory Committee to begin with. It is the task of the student and his/her Supervisory Committee to prepare a clear and specific corpus of works that will constitute the student's official Comprehensive Reading List for his/her exams. All students are expected to have read widely in the field; to be thoroughly familiar with the major writers, areas of disciplines; and to read widely in the journal literature / linguistics.

### **GENERAL WORKS FOR SPANISH AND SPANISH AMERICAN LITERATURE**

#### **Peninsular: Epoca Medieval**

Anónimo, *Cantar de Mio Cid*, ed. A. Montaner (Crítica)  
 Juan Ruiz, *Libro de buen amor*, ed. A. Blecua (Cátedra)  
 Don Juan Manuel, *El Conde Lucanor*, ed. J. M. Blecua (Castalia)  
 Anónimo, *El romancero viejo*, ed. M. C. García de Enterría (Castalia)  
 Jorge Manrique, "Coplas por la muerte de su padre," en *Poesía*, ed. V. Beltrán (Crítica)  
 Fernando de Rojas, *La Celestina*, ed. P. Russell (Castalia)

#### **Peninsular: Siglos de Oro**

Anónimo, *Lazarillo de Tormes*, ed. F. Rico (Cátedra)  
 Anónimo, *El Abencerraje*, ed. F. López Estrada (Cátedra)  
 Cervantes, *Don Quijote de la Mancha*, ed. F. Rico (Crítica)  
 Cervantes, *Novelas ejemplares*, ed. H. Sieber (Cátedra): "El coloquio de los perros", "El casamiento engañoso", "El celoso extremeño"  
 Lope de Vega, *El caballero de Olmedo*, ed. F. Rico (Cátedra)  
 Quevedo, *La vida del Buscón*, ed. F. Cabo Aseguinolaza (Crítica)  
 Calderón de la Barca, *La vida es sueño*, ed. J.M. Ruano de la Haza (Castalia)  
 Tirso de Molina/Claramonte, *El burlador de Sevilla*, ed. López Vázquez (Cátedra)  
 Santa Teresa, *Libro de la vida* (caps. I-XI), ed. D. Chicharro (Cátedra)  
 Antología, *Poesía de la Edad de Oro: I, Renacimiento; II, Barroco*, ed. J. M. Blecua (Castalia)

#### **Peninsular: Siglos XVIII y XIX**

Cadalso, *Cartas marruecas* (Castalia)  
 Moratín, *El sí de las niñas*. Ed. A Madroñal Durán (Castalia)  
 Larra, *Artículos*. Ed. J. B. Bordajandi (Castalia)  
 Bohl de Faber, *La gaviota*  
 Valera, *Pepita Jiménez*  
 Galdós, *Doña Perfecta*  
 Alas, *Su único hijo*  
 Pardo Bazán, *Los pazos de Ulloa*

#### **Peninsular: Siglo XX**

Unamuno, *San Manuel Bueno, mártir* ed. Longhurst (Manchester U.P)  
 Valle-Inclán, *Luces de bohemia* ed. Zamora Vicente (Austral)  
 Pío Baroja, *El árbol de la ciencia*, ed. Caro Baroja (Cátedra)  
 García Lorca, *Bodas de sangre*

C. J. Cela, *La colmena*, ed. Asún (Castalia)  
 Martín Santos, *Tiempo de silencio* (Seix Barral)  
 J. Goytisolo, *Reivindicación del Conde Don Julián* (Cátedra)  
 J. Marsé, *Si te dicen que caí*  
 E. Mendoza, *La verdad sobre el caso Savolta*  
*Poesía española del siglo XX*, ed., Gustavo Correa ed. (Gredos) 2 vols. Selecciones de A. Machado, J.R. Jiménez, Lorca, Guillén, Cernuda

### **Hispanoamérica: Epoca Colonial**

Cristóbal Colón, *Diario de a bordo*, ed. Luiz Arranz (Historia 16)  
 El Inca Garcilaso de la Vega, *Comentarios reales. Selección. Comentarios reales. Primera parte*, ed. Enrique Pupo-Walker (Catedra, 1966)  
 Sor Juana Inés de la Cruz. Selecciones de poesía en *A Sor Juana Anthology*. ed. Alan S. Trueblood (Harvard); "Primero sueño", *Obras completas*, tomo II, ed. Alfonso Mendez Plancarte (Fondo de Cultura Económica).  
 Alvar Núñez Cabeza de Vaca, *Nafragios*, ed. Enrique Pupo-Walker (Castalia)

### **Hispanoamérica: Siglo XIX**

Domingo Faustino Sarmiento, *Facundo*  
 José Hernández, *Martín Fierro* (Parte I)  
 Ricardo Palma, *Tradiciones peruanas*, selección: *Don Dimas de la Tijereta, Las orejas del alcalde, Una vida por una honra, La gatita de Mari-Ramos, Carta canta, Santiago el volador, Los tesoros de Catalina Huanca, Justicia de Bolívar, El demonio de los Andes, El alacrán del fray Gómez*, eds. Julio Ortega & Flor María Rodríguez Arenas (Colección Archivos).  
 Rubén Darío, *Prosas Profanas; Cantos de vida y esperanza* en *Obras completas* (Aguilar)  
 José Martí, *Ismaelillo*; "Nuestra América"

### **Hispanoamérica: Siglo XX**

Mariano Azuela, *Los de abajo* (Archivos)  
 César Vallejo, *Trilce*  
 Pablo Neruda, *Tercera residencia* (Cátedra)  
 Jorge Luis Borges, *Ficciones*  
 Julio Cortázar, *Rayuela* (Archivos)  
 Juan Rulfo, *Pedro Páramo* (Archivos)  
 Gabriel García Márquez, *Cien años de soledad* (Cátedra)  
 Alejo Carpentier, *El reino de este mundo*

## **EPOCA MEDIEVAL. PENINSULAR**

### **POESÍA**

#### **Lírica:**

Jarchas en *Poesía medieval castellana*, ed. F. López Estrada (Taurus, capt. IX)  
 Cantigas de amigo en *Poética y realidad en el cancionero peninsular de la Edad Media*, ed. E. Asensio (Gredos), pp. 49, 51-53, 78, 80; y *Lírica española de tipo popular*, ed. Margit Frenk, "Introducción" (Parte I)  
 Cantigas de amor en *Poesía medieval castellana* (capt. X)  
 Villancicos, *Corpus de la antigua lírica popular hispánica*, ed. Margit Frenk (Castalia); *Antología de la poesía española: Lírica de tipo tradicional*, ed. Dámaso Alonso, J. M. Blecua (Gredos)  
 Jorge Manrique, "Coplas por la muerte de su padre" en *Poesía*, ed. V. Beltrán (Crítica)  
*Razón de amor*, ed. R. Menéndez Pidal, en *Obras completas*, tomo XIII (Espasa-Calpe)  
*Los desnudos del agua y el vino*, ed. Ramón Menéndez Pidal  
*Elena y María*, ed. Ramón Menéndez Pidal  
*Disputa del alma y el cuerpo*, ed. Ramón Menéndez Pidal  
 Marqués de Santillana, *Obras completas*, ed. A. Gómez Moreno y M. Kerkhof  
 Juan de Mena, *Laberinto de fortuna*, ed. Maxim P.A.M. Kerkhof (Castalia, 1997)  
*Cancionero de Baena*, ed. Charles Fraker (1926)

#### **Épica:**

Anónimo, *Cantar de Mio Cid*, ed. A. Montaner (Crítica)  
 Anónimo, *Cantar de Sancho II*, ed. C. Reig (*RFE*, Anejo 37)  
 Anónimo, *Cantar de siete infantes de Lara* en *Épica medieval española*, eds. Carlos Alvar y Manuel Alvar (Cátedra, 1991)

#### **Romancero:**

Anónimo, *El romancero viejo*, ed. M.C. García de Enterría (Castalia) o *El romancero viejo*, ed. M. Díez Roig (Cátedra)

#### **Narrativa no épica:**

Gonzalo de Berceo, *Milagros de Nuestra Señora*, ed. Brian Dutton (Tamesis)  
 Alfonso X el Sabio, *Cantigas de Santa María*, ed. O. J. Montoya, Prólogos A y B; cantigas 16, 107, 122, 185 (Cátedra)  
 Arcipreste de Hita, *Libro de Buen Amor*, ed. A. Blecua (Cátedra)  
 Anónimo, *Libro de Alexandre*, ed. J. Cañas (Cátedra) o ed. Raymond Willis (Princeton)  
 Anónimo, *Libro de Apolonio*, ed. Monedero (Castalia)

#### **Poesía moral:**

Sem Tob, *Proverbios morales*, ed. Paloma Díaz-Mas y Carlos Mota Madrid (Cátedra, 1998)

### **PROSA**

#### **Libros de caballería y ficción sentimental:**

Anónimo, *Libro del Caballero Zifar*, ed. J. González Muela (Castalia)  
 Diego de San Pedro, *Cárcel de amor*, ed. K. Whinnon (Castalia)  
 Fernando de Rojas, *La Celestina*, ed. Peter Russell (Castalia)  
 Garcí Rodríguez de Montalvo, *Amadís de Gaula*, ed. J. M. Cacho Blecua (Cátedra)

**Exempla y prosa didáctica:**

Don Juan Manuel, *El conde Lucanor*, ed. J. M. Blecua (Castalia)

Alfonso Martínez de Toledo, *Arcipreste de Talavera*, ed. M. Gerli (Cátedra)

Anónimo, *Libro del Caballero Zifar* ("Los castigos del rey Mentón")

*Calila e Dimna*, ed. J. M. Cacho Blecua y María Jesús Lacarra (Castalia, 1988)

**Prosa histórica y biográfica:**

Alfonso X, *Estoria de España (Primera crónica general)*, en *Antología de Alfonso X el Sabio*, ed. A. Solalinde

Fernán Pérez de Guzmán, *Generaciones y semblanzas*, ed. R. B. Tate (Tamesis)

Teresa de Cartagena, *Admiración operum Dey*, ed. Joseph Hutton (1967)

**TEATRO**

Anónimo, *Auto de los Reyes Magos* en *Obras completas*, ed. Ramón Menéndez Pidal, vol. XIII

Gómez Manrique, *representación del nacimiento de Nuestra Señora* o un "momo", en

*Crestomatía del español medieval (II)*, ed. Ramón Menéndez Pidal.

## **SIGLOS DE ORO, PENINSULAR**

### **I. RENACIMIENTO**

#### **POESÍA**

Garcilaso de la Vega, *Obra poética*, ed. Bienvenido Morros (Crítica)

Fray Luis de León, *Poesía*, ed. J. F. Alcina (Cátedra)

San Juan de la Cruz, *Poesía*, ed. D. Ynduráin (Cátedra)

Fernando de Herrera, *Poesías*, ed. V. Roncero Lopez (Castalia) [Selecciones en José Manuel Blecua, *Poesía de la Edad de Oro I: Renacimiento*]

La obra poética de Juan Boscán, Cristóbal de Castillejo, Gutierrez de Cetina, el *Cancionero general* y el *Cancionero de romances*. Selecciones en *Poesía de la Edad de Oro I*

#### **PROSA**

##### **Prosa expositiva:**

Juan de Valdés, *Diálogo de la lengua*, ed. Lope Blanc (Castalia); diálogos 1-5

Antonio de Guevara, *Menosprecio de corte y alabanza de aldea*, ed. M. Martínez de Burgos (Clásicos Castellanos)

Fray Luis de León, *De los Nombres de Cristo*, ed. C. Cuevas (Cátedra); "Pimpollo", "Pastor", "Cordero"

Santa Teresa de Jesús, *Libro de la vida*, ed. D. Chicharro (Cátedra); capt. I-IX

Antonio de Torquemada, *Soloquios satíricos*;

Luis de León, *La perfecta casada* (Taurus)

##### **Novela:**

Anónimo, *Lazarillo de Tormes*, ed. Francisco Rico (Cátedra)

Jorge de Montemayor, *La Diana*, ed. Juan Montero (Crítica)

Anónimo, *El Abencerraje*, ed. López Estrada (Cátedra)

Melchor de Santa Cruz, *Floresta española* (Crítica)

Francisco Delicado, *La lozana andaluza*

Alonso Núñez de Reinoso, *Los amores de Clareo y Florisea*

#### **TEATRO**

Juan del Encina, *Auto del Repelón; Égloga de Plácido y Victoriano*, ed. López Morales.

Torres Naharro, *Comedia Himenea*, ed. D. W. McPheeters (Castalia)

Gil Vicente, *Auto de la Sibila Casandra*, ed. Thomas Hart (Espasa-Calpe)

Lope de Rueda, *Las aceitunas*, ed. Moreno Villa (Espasa-Calpe)

Cervantes, *Entremeses*, ed. N. Spadaccini (Cátedra): "El retablo de las maravillas", "La cueva de Salamanca"

Lucas Fernández, *Farsas y églogas*, ed. Ma. Josefá Canellada (Castalia)

Juan de la Cueva, *El saco de Roma*

Cervantes, *La destrucción de La Numancia*, ed. A. Hermenegildo (Castalia)

## II. BARROCO

### POESÍA

Lope de Vega, *Rimas humanas y otros versos*, (Crítica); núms. 1-4, 16, 19, 25+188+189+428; 38-44; 74, 94, 107, 131, 163, 191; 297-298, 300, 302-305; 337, 340-343, 348-351, 431.  
 Luis de Góngora, *Soledades*, ed. Robert Jammes (Castalia)  
*Romances*, ed. A. Carreño (Cátedra); núms. 4, 8, 11-12, 18, 23, 27, 44, 48, 55, 64, 74.  
 Francisco de Quevedo, *Un heráclito cristiano, Canta sola a Lisi y otros poemas*, ed. II, Barroco, ed. José Manuel Blecua (Castalia); núms. 1-7; 14-18; 24-29; 56-57; 80-90; 94-96; 105-111; 120-127; 134-139; 146-150; 160-170; 193-197  
*Poesía erótica del Siglo de Oro*, ed. Pierre Alzieu (Crítica, 1998); núms. 1-20  
 Andrés Fernández de Andrada, *Epístola moral a Fabio*, ed. D. Alonso (Crítica)

### PROSA

#### Prosa expositiva:

Francisco de Quevedo, *Los sueños*, ed. Ignacio Arellano (Cátedra);  
*La hora de todos*, ed. L. López-Grigera (Castalia).  
 Gracián, *Arte y agudeza de ingenio*, ed. Correa Calderón (Castalia) El discreto (Alianza)  
 Suárez de Figueroa, *El pasajero*, ed. López Bascuñana (PPU)  
 Juan de Zabaleta, *El día de la fiesta por la mañana y por la tarde*, ed. Cuevas García

#### Novela:

Mateo Alemán, *Guzmán de Alfarache*, ed. J. M. Micó (Cátedra)  
 Miguel de Cervantes, *Don Quijote de la Mancha*,(Crítica); *Novelas ejemplares*, (Cátedra)  
 Francisco de Quevedo, *La vida del Buscón*, ed. F. Cabo Aseguinolaza (Crítica)  
 Lope de Vega, *La Dorotea*, ed. J. M. Blecua (Cátedra)  
 María de Zayas, *Novelas amorosas y ejemplares*, ed. Julián Olivares (Cátedra, 2000);  
 “Aventurarse perdiendo”, “El castigo de la miseria”, “La fuerza del amor”, “El jardín engañoso”  
 Lope de Vega, *Pastores de Belén*, ed. A. Carreño (PPU)  
 Gracián, *El Criticón*, ed. Santos Alonso (Crítica)  
 Cervantes, *Los trabajos de Persiles y Sigismunda*, ed. Avalle-Arce (Castalia)

### TEATRO

Lope de Vega, *El caballero de Olmedo*, (Cátedra); *Fuenteovejuna*, (Crítica); *El castigo sin venganza*, (Cátedra); *El perro del hortelano*, (Austral)  
 P. Calderón de la Barca, *La vida es sueño*, (Castalia); *El alcalde de Zalamea*, (Castalia); *El mágico prodigioso*, ed. B. Wardropper (Cátedra)  
 Tirso/Claramonte, *El burlador de Sevilla*, ed. Rodríguez López-Vázquez (Cátedra)  
 Tirso de Molina, *El condenado por desconfiado*, ed. Morón Arroyo (Cátedra)  
 Agustín Moreto, *El lindo don Diego*, ed. Frank Casa (Cátedra)  
 Luis Vélez de Guevara, *La serrana de la Vera*, ed. E. Rodríguez Cepeda (Cátedra)  
 Lope de Vega, *El arte nuevo de hacer comedias* (ed. J. M. Rozas);  
*Teatro breve de los siglos XVI y XVII*, ed. J. Huerta Calvo (selecciones)  
 Calderón, *El médico de su honra*, (Castalia); *El gran teatro del mundo*, (Crítica)  
 Rojas Zorilla, *Entre bobos anda el juego*, ed. M.G. Profetti (Crítica)  
 A. Moreto, *El desdén con el desdén*, ed. J. E. Varey (Crítica)

## **SIGLOS XVIII Y XIX, PENINSULAR**

### **I. SIGLO XVIII**

#### **POESÍA**

Selecciones de: Juan Meléndez Valdés, Tomás de Iriarte, Manuel José Quintana. En Antología: *Poesía del siglo XVIII*, ed. John Polt (Castalia)

Juan Meléndez Valdés, *Poesías selectas: La lira de marfil* (Castalia, 1981)

Selecciones de: Nicolás Fernández de Moratín, Jovellanos, Cienfuegos, Lista. En Antología: *Poesía del siglo XVIII*, ed. Polt

#### **PROSA**

B. J. Feijoo, "Prólogo al lector", "Voz del pueblo" y "El no sé qué" en *Teatro crítico universal*. Ed. Angel Raimundo Fernández-González (Cátedra, 1985 or later).

José Cadalso, *Cartas marruecas. Noches lúgubres* (Cátedra, 1984 o después).

G. M. Jovellanos, "Elogio de Carlos III" en *Obras en prosa* (Castalia, 1969 or later).

B. J. Feijoo, "Defensa de la mujer", "Amor de la patria y pasión nacional" y "Tradiciones populares" en *Teatro crítico universal*. Ed. A. R. Fernández-González (Cátedra, 1984 or later)

D. de Torres Villarroel, *Vida*. (Cátedra, 1990)

G. M. de Jovellanos, "Oración sobre la necesidad de unir el estudio de la literatura al de ciencias", "Reflexiones y conjeturas sobre el boceto original del cuadro llamado 'La familia'". En *Obras en prosa* (Castalia, 1969 or later)

J. Amar y Borbón, "Discurso en defensa del talento de las mugeres". En *Dieciocho* 3, No. 2 (1980).

#### **TEATRO**

Leandro Fernández de Moratín, *La comedia nueva o El café* (Castalia, 1969).

Ramón de la Cruz, "El petimetre", "Manolo" (Castalia, 1981).

V. García de la Huerta, *Raquel* (Castalia, 1987)

Tomás de Iriarte, *La señorita malcriada* (Castalia, 1978).

### **II. SIGLO XIX**

#### **POESÍA Y ENSAYO**

José de Espronceda, *El estudiante de Salamanca*, "Canto a Teresa."

Gustavo Adolfo Bécquer, "Rimas," in *Rimas/Leyendas/Cartas desde mi celda*. Ed. María del Pilar Palomo (Planeta, 1991 or later).

Rosalía de Castro, *Poesía* (Alianza, 1990 or later): selections from the three books of poetry, plus "Poética" section.

Ramón de Campoamor, José Zorrilla selections in *\*Poesía española del siglo XIX*. Ed. Jorge Urrutia (Cátedra 1995 o más tarde).

#### **TEATRO**

Angel Saavedra, Duque de Rivas, *Don Alvaro o la fuerza del sino*, o Antonio García Gutiérrez, *El trovador*.

José Zorrilla, *Don Juan Tenorio*. Ed. Luis Fernández Cifuentes (Crítica, 1993 or later).  
 José Echegaray, *El gran Galeoto*.  
 Benito Pérez Galdós, *Realidad*.  
 Ricardo de la Vega. *La verbena de la paloma*.  
 Manuel Tamayo y Baus, *Un drama nuevo*.

## **NARRATIVA**

Gustavo Adolfo Bécquer, "Leyendas" and "Cartas" in in *Rimas/Leyendas/Cartas desde mi celda*. Ed. María del Pilar Palomo (Planeta, 1991 or later).  
 Enrique Gil y Carrasco, *El Señor de Bembibre*, o Mariano José de Larra, *El doncel de don Enrique el Doliente*, o José de Espronceda, *Sancho Saldaña*.  
 Cecilia Bohl de Faber (Fernán Caballero), *La gaviota*.  
 J. M. Pereda, *Sotileza o Peñas arriba*.  
 Benito Pérez Galdós: *Episodios*: "Trafalgar" y "Gerona." *La desheredada. El amigo Manso. Fortunata y Jacinta*.  
 Leopoldo Alas (Clarín), *La Regenta*.  
 Rosalía de Castro, *El caballero de las botas azules*.  
 Emilia Pardo Bazán, *Insolación, La madre naturaleza*.  
 Las cuatro novelas de *Torquemada*.  
 Pedro Antonio de Alarcón, *El sombrero de tres picos*.

**SIGLO XX, PENINSULAR****POESÍA**

Antonio Machado, *Campos de Castilla* (Cátedra)  
 Juan Ramón Jiménez, *Segunda Antología Poética* (Austral)  
 Federico García Lorca, *Romancero gitano; Poeta en Nueva York* (Cátedra).  
 Pedro Salinas, *La voz a ti debida* (Castalia).  
 J. Guillén, V. Aleixandre, R. Alberti, L. Cernuda, en *Poesía española del siglo XX*, (Gredos).  
 Miguel Hernández, Antología consultada  
 José María Castellet, José M., *Nueve Novísimos*  
 Pere Gimferrer, *Arde el mar*, ed. Gracia (Cátedra)

**NOVELA**

Azorín, *La voluntad* (Castalia)  
 Pío Baroja, *El árbol de la ciencia* (Cátedra)  
 Miguel de Unamuno, *Niebla* (Cátedra), *San Manuel Bueno, mártir* (Cátedra)  
 Ramon del Valle Inclán, *Tirano Banderas* (Austral)  
 Ramón Pérez de Ayala, *Belarmino y Apolonio*  
 Camilo José Cela, *La familia de Pacual Duarte; La colmena*  
 R. Sánchez Ferlosio, *El Jarama*  
 L. Martín Santos, *Tiempo de silencio*  
 J. Goytisolo, *Reivindicación del Conde Don Julián* (Cátedra)  
 R. J. Sender, *Réquiem por un campesino español* (Manchester U.P.)  
 Carmen Laforet, *Nada*  
 Miguel Delibes, *Cinco horas con Mario*  
 Carmen Martín Gaité, *El cuarto de atrás*  
 Juan Benet, *Volverás a Región*

**ENSAYO**

Angel Ganivet, *El Idearium español* (Austral)  
 M. de Unamuno, *Del sentimiento trágico de la vida* (Austral)  
 José Ortega y Gasset, *España invertebrada, La deshumanización del arte* (Austral)  
 Azorín, *Castilla*  
 Juan Goytisolo, *Furgón de cola*

**TEATRO**

Ramón del Valle-Inclán, *Luces de bohemia*, ed. Zamora Vicente (Austral)  
 Federico García Lorca, *Bodas de sangre, La casa de Bernarda Alba* (Cátedra)  
 Antonio Buero Vallejo, *El tragaluz*  
 José Sanchis Sinisterra, *¡Ay Carmela!*  
 Jacinto Benavente, *Los intereses creados*  
 Ramón del Valle Inclán, *Los cuernos de don Friolera*  
 Federico García Lorca, *Así que pasan cinco años*  
 Alfonso Sastre, *Escuadra hacia la muerte*  
 Fernando Arrabal, *Picnic*

## EPOCA COLONIAL, HISPANOAMÉRICA

### POESÍA Y TEATRO

Sor Juana Inés de la Cruz, Selecciones de poesía en *A Sor Juana Anthology*, ed. Alan S. Trueblood (Harvard, 1988); *Los empeños de una casa, Obras completas*, tomo IV, ed. Alfonso Mendez Plancarte. México: Fondo de Cultura Económica, 1957. "Primero sueño", *Ibid.*, tomo II. Selecciones de poesía colonial de Juan de Castellanos, Alonso de Ercilla y Zúñiga, Francisco de Terrazas, Mateo Rosas de Oquendo, Hernando Domínguez Camargo, Juan del Valle y Caviedes, más el "Discurso en loor de la poesía" en *Poesía colonial hispanoamericana*, ed. Horacio Jorge Becco (Ayacucho, 1990)

Bernardo de Balbuena, *La grandeza mexicana* (Porrúa, 1975).

Alonso de Ercilla y Zúñiga, *La Araucana. primera parte*, eds. Isaías Lerner (Cátedra, 1993). Cantos 1-4, 10-14, 17-18, 20-21, 23, 26-28, 32, 33-37.

Sor Juana Inés de la Cruz. Loa a *El Divino Narciso* más *El Divino Narciso. Obras completas*, tomo IV. Ed. Alfonso Méndez Plancarte (Fondo de Cultura Económica, 1957)

### PROSA

Cristóbal Colón, *Diario de abordo*, ed. Luiz Arranz (Historia 16, 1985)

Hernán Cortés, "Segunda carta de relación" en *Cartas de relación*, ed. Mario Hernández (Historia 16, 1985)

El Inca Garcilaso de la Vega, *Comentarios reales. Selección. Comentarios reales. Primera parte*. ed. Enrique Pupo-Walker (Cátedra, 1966)

Sor Juana Inés de la Cruz. "Respuesta de la poetisa a la muy ilustre Sor Filotea de la Cruz", *Obras completas*, tomo IV

Bartolomé de Las Casas, *Brevissima relación de la destruycion de las Indias*, ed. André Saint-Lu (Cátedra, 1987)

Miguel León-Portilla, ed., *Visión de los vencidos* (UNAM, 1984)

Alvar Núñez Cabeza de Vaca, *Nafragios*. ed. Enrique Pupo-Walker (Castalia, 1992)

Guaman Poma de Ayala, *El primer nueva corónica y buen gobierno*, eds. John V. Murra and Rolena Adorno (Siglo XXI, 1980). Tomo I: "Presentación", "Primer capítulo de los Ingas", "Visita general", "Conquista", "El buen gobierno". Tomo II: "Visitador", "Comienzo del capítulo de la pregunta", "Del mundo vuelve el autor a su casa"

Fray Ramón Pané, *Relación acerca de la antigüedades de los indios*, ed. José Juan Arrom (Siglo Veintiuno, 1985)

Juan Rodríguez Freyle, *El Carnero*, ed., Darío Achury Valenzuela (Ayacucho, 1979). Prólogo y capítulos I, II, V, VI, IX, X-XII, XVI, XIX, XM

Carlos de Sigüenza y Góngora, *Los infortunios de Alonso Ramírez*, eds. J. S. Cummins and Alan Soons. London: Tamesis, 1984.

Francisco Bramón, *Los sirgueros de la Virgen*, ed. Agustín Yáñez (Mexico: Ediciones del Estudiante Universitario, 1944)

Alonso Carrió de la Vandra, *El Lazarillo de ciegos caminantes. Selección en Literatura hispanoamericana*, tomo I, ed. Enrique Anderson-Imbert (Holt, Rinehart and Winston, 1970)

Cristóbal Colón, *Relación del tercer viaje*. En *Select Documents Illustrating the Four Voyages of Columbus*, ed. Cecil Jane (Hakluyt Society, 1930)

Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España*, ed. Miguel León-Portilla (Historia 16, 1984)

Gonzalo Fernández de Oviedo, *Sumario de la natural historia de las Indias*, ed. Manuel Ballesteros (Cambio 16, 1986).

## SIGLO XIX-MODERNISMO, HISPANOAMÉRICA

### I. EPOCA ROMÁNTICA

#### POESÍA

Andrés Bello, "Silva a la agricultura de la zona tórrida", en *Antología de Andrés Bello*.  
 José María Heredia, *Poesías completas* (La Habana: Molina y Cía)  
 Esteban Echeverría, *La cautiva*, con tres ensayos de Noé Jitrik (Paris: Belles Lettres, 1969)  
 José Hernández, *Martín Fierro*, ed. J. L. Borges y M. Guerrero (Buenos Aires: Columbia, 1964)  
 José Joaquín Olmedo "La victoria de Junín", "Canto a Bolívar", en *Prosa y poesía*, (FCE)  
 Gertrudis Gómez de Avellaneda, *Obras completas*, ed. J. M. Castro y Calvo (Atlas)  
 Estanislao del Campo, *Fausto* (Sopena, 1963)

#### PROSA

Simón Bolívar, "Discurso de Angostura" & "Carta de Jamaica" (Ayacucho)  
 Esteban Echeverría, "El matadero" en *El matadero y la cautiva*, ed. Leonor Fleming (Cátedra)  
 Domingo Faustino Sarmiento, *Facundo*, ed. Roberto Yahni (Cátedra)  
 Gertrudis Gómez de Avellaneda, *Sab* (Cátedra)  
 Jorge Isaacs, *María*, ed. E. Anderson Imbert (FCE)  
 Ricardo Palma, *Tradiciones peruanas*, selección: *Don Dimas de la Tijereta, Las orejas del alcalde, Una vida por una honra, La gatita de Mari-Ramos, Carta canta, Santiago el volador, Los tesoros de Catalina Huanca, Justicia de Bolívar, El demonio de los Andes, El alacrán del fray Gómez*, eds. Julio Ortega & Flor María Rodríguez Arenas (Colección Archivos).  
 Ignacio Manuel Altamirano, *El Zarco*, ed. Manuel Sol (Xalapa, Universidad Veracruzana)  
 Clorinda Matto de Turner, *Aves sin nido* (Oasis)  
 Alberto Blest Gana, *Martín Rivas*, ed. Jaime Concha (Ayacucho).

### II. EPOCA MODERNISTA

#### POESÍA

José Martí, *Ismaelillo y Páginas selectas*, ed. R. Lida (A. Estrada y Cía)  
 Rubén Darío, *Prosas profanas; Cantos de vida y esperanza*, en *Obras completas* (Aguilar)  
 Varios. *Poetas modernistas hispanoamericanos*, ed. Homero Castillo (Blaisdell): Selecciones de Martí, Gutiérrez Nájera, del Casal, Asunción Silva, González Martínez, Lugones, Herrera.  
 Leopoldo Lugones, *Lunario sentimental*  
 José Asunción Silva, *El libro de versos*, en *Obras Completas* (Ayacucho)  
 Delmira Agustini, *El libro blanco*, en *Poesías Completas* (Cátedra)

#### PROSA

Rubén Darío, *Cuentos* (Cátedra)  
 Leopoldo Lugones, *Las fuerzas extrañas*  
 Enrique Larreta, *La gloria de don Ramiro* (Centro Editor de América Latina, 1968)  
 José Asunción Silva, *De sobremesa* en *Obras completas* (Ayacucho)  
 José Martí, *Lucía Jerez* (Cátedra). Ensayo selectos: "El terremoto de Charleston", "El poeta Walt Whitman", "Mi raza", "El presidio político en Cuba", "Nuestra América"  
 José Enrique Rodó, *Ariel*, en *Obras completas*

## **SIGLO XX: HISPANOAMÉRICA**

### **POESÍA**

Gabriela Mistral, Selección en Olivio Jiménez, *Antología de la poesía latinoamericana* (Alianza)  
 Ramón López Velarde, "Suave patria" y selección.  
 Vicente Huidobro, *Altazor*.  
 César Vallejo, *Trilce, Poemas humanos; España, aparta de mí este cáliz*.  
 Pablo Neruda, *Residencia en la tierra* (Cátedra)  
 Luis Palés Matos, *Filí Melé* (en *Poesía*, Universidad de Puerto Rico)  
 Jorge Luis Borges, *El otro, el mismo* (en *Poesía* )  
 Nicanor Parra, *Poemas y antipoemas* (Cátedra)  
 Octavio Paz, *La estación violenta* (FCE)  
 Ernesto Cardenal, *Hora Cero*  
 Oliverio Girondo, *En la masmédula* (Archivos)  
 César Vallejo, *España, aparta de mí este cáliz* (Cátedra)  
 Nicolás Guillén, *Motivos de son*  
 Enrique Molina, *Amantes antípodas*  
 Alejandra Pizarnik, *Extracción de la piedra de la locura*

### **NOVELA**

Mariano Azuela, *Los de abajo*  
 Rómulo Gallegos, *Doña Bárbara*  
 Alejo Carpentier, *El reino de este mundo* (Cátedra)  
 Teresa de la Parra, *Memorias de Mamá Blanca* (Archivos)  
 Juan Rulfo, *Pedro Páramo* (Archivos)  
 Julio Cortázar, *Rayuela* (Archivos)  
 Gabriel García Márquez, *Cien años de soledad* (Cátedra)  
 Carlos Fuentes, *La muerte de Artemio Cruz* (Cátedra)  
 Mario Vargas Llosa, *La ciudad y los perros*  
 Luis Rafael Sánchez, *La guaracha del Macho Camacho* (Cátedra)  
 José Donoso, *El obsceno pájaro de la noche*  
 José María Arguedas, *Los ríos profundos* (Cátedra)  
 Guillermo Cabrera Infante, *Tres tristes tigres*  
 Severo Sarduy, *De donde son los cantantes* (Archivos)  
 Alfredo Bryce Echenique, *Un mundo para Julius* (Cátedra)

### **CUENTO**

Horacio Quiroga, *Cuentos de amor, locura y muerte*  
 Jorge Luis Borges, *Ficciones; El Aleph*  
 Juan Rulfo, *El llano en llamas* (Archivos)  
 Julio Cortázar, *Las armas secretas*  
 Felisberto Hernández, *Las hortensias* (Archivos)  
 Antonio Benítez Rojo, *Paso de los vientos* (Plaza Mayor)  
 Alejandro Rossi, *La fábula de las regiones* (Anagrama)  
 Julio Ramón Ribeyro, *Cuentos* (Alfaguara)  
 Angeles Mastretta, *Mujeres de ojos grandes* (Cal y Arena)

**ENSAYO**

Ezequiel Martínez Estrada, *Radiografía de la pampa*

José Carlos Mariátegui, *Siete ensayos de interpretación de la realidad peruana*

Octavio Paz, *El laberinto de la soledad* (FCE)

Jorge Luis Borges, *Otras inquisiciones*

Pedro Henríquez Ureña, *Historia de la cultura en la América Hispánica*

Mariano Picón Salas, *De la conquista a la independencia*

José Lezama Lima, *La expresión americana*

**TEATRO**

Rodolfo Usigli, *El gesticulador*

Virgilio Piñeira, *Dos viejos pánicos*

Oswaldo Dragún, *Tres historias para ser contadas*

José Triana, *La noche de los asesinos*

Jorge Díaz, *El cepillo de dientes*

Griselda Gambaro, *El campo*

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