



TEXAS A&M
UNIVERSITY

DEPARTMENT OF HISPANIC STUDIES

**GRADUATE
STUDENT
HANDBOOK**

Revised April 2021

**Department of Hispanic
Studies Graduate
Student Handbook**

Welcome to graduate study in the Department of Hispanic Studies at Texas A&M University. We hope that your time with us will be productive and that your experience will prepare you for the career you wish to pursue.

To guide you through the various steps that lead to a Ph.D. in Hispanic Studies, we offer this Graduate Student Handbook. In it you'll find program descriptions, a list of requirements needed to obtain your degree, and other pertinent information.

About this Handbook

This handbook has been developed to serve as a reference source that will provide information about graduate study in the Department of Hispanic Studies. It is compiled from several documents from different university departments.

Our handbook should be used as a **supplement** to the following University publications:

- the Texas A&M Graduate Catalog (<http://catalog.tamu.edu>)
- the University's Student Rules (<http://student-rules.tamu.edu>)
- the Texas A&M Graduate Student Handbook (<http://ogs.tamu.edu/>)
- the Thesis Manual (<http://thesis.tamu.edu/>).

Please note that although we have done our best to provide accurate information, this is a living document and items contained herein may change as requirements change at the department (where requirements may exceed university requirements), college, and university levels.

How to Use this Handbook

This handbook is structured according to a timeline. Please make sure you read the first section to obtain a broad understanding of what is required of you during your studies here. In this first section, you will see certain often-used terms defined.

The remainder of the sections will be sorted according to the items on the timeline and each step will be described in further detail.

Department of Hispanic Studies

Graduate Student Handbook

Table of Contents

Executive Summary	5
Glossary of Terms	6
Timeline	7
The Three Areas of Concentration	9
Advisory Committee and Degree Plan	10
Degree Requirements and Courses	10
Courses in Concentration	11
Outside Electives	12
Other Course Information	15
Admission to Candidacy	16
English Proficiency Verification / Certification for International Graduate Students	16
Foreign Language Requirement	17
Preliminary Examination	18
Advisory Committee	21
Proposal and Dissertation	22
Final Examination/Dissertation Defense	23
Policy on Scheduling of Final Examination/Dissertation Defense	23
Graduation	23
Time Limit	24
Transfer of Credit	24
Full-Time Status	24
Academic Standards, Requirements and Scholastic Probation	25
Petitions	25
Incompletes	26
Special teaching for GAT's	26
Selected University Services	27

Appendix A: Hispanic Studies Main Directory	29
Appendix B: Faculty	30
Appendix C: Professional Development	32
Appendix D: Guidelines and Permission Form for 685 Directed Studies Contract	34
Appendix E: Reading List for Preliminary Exams (Literature and Culture only)	36
Appendix F: Reading List for Preliminary Exams (Linguistics only)	43
Appendix G: Travel Award Forms	45

Doctor of Philosophy in Hispanic Studies

The Department of Hispanic Studies currently offers the Doctor of Philosophy (Ph.D.) degree in Hispanic Studies. The MA program is admitting select new students.

Please read the following pages to gain a broad understanding of your program requirements.

Executive Summary

The Ph.D. student will take a number of courses for the degree, work on a thesis proposal and complete a Preliminary Examination. Following successful passing of the preliminary examination, the student is “admitted to candidacy.”

In addition, the student will need to satisfy a number of requirements (either before or during his/her studies here). Examples of these requirements include but are not limited to English proficiency, competence in a third language besides English and Spanish, and submission of online forms for exams and/or theses.

Upon his/her arrival, the student will meet with the DGS to discuss the following: times limits for degree completion; English certification requirements; foreign language requirement; transfer credit procedures; academic and residency requirements; and professional development.

On the second semester the DGS, in consultation with the student, will assigned him or her a temporary Guidance Committee until an Advisory Committee is formed on the fourth semester.

Temporary Guidance Committee: The temporary Guidance Committee will consist of the DGS and at least three faculties of different fields of concentrations. The Guidance Committee will stand until the Advisory Committee is formed, not later than the end of the fourth semester.

Advisory Committee: By the end of the fourth semester the student must have established an Advisory Committee, which will assist him/her to assure progress and plans to satisfy requirements prior to graduation. The Advisory Committee is selected by the student and is composed of a Committee Chair and of at least three other professors, including an external member. he advisory committee will ensure progress through the program and assist the student in proper planning to satisfy requirements prior to graduation. The advisory committee is selected by the student and is composed of the chair who is the main responsible faculty in foreseeing the reading list, preparation and organization of preliminary exams, proposal and writing dissertation. The advisory committee will be composed of the chair, and at least three other faculty members (see detailed description below).

After the student achieves admission to candidacy, s/he will research and prepare a dissertation (thesis) which is a significant written work on a particular topic. The thesis will be prepared and a final examination or dissertation defense will be held.

To help guide the student through this process, we have developed the following checklist. It is not necessarily exhaustive, but will bring up the most common issues facing a typical student. If you have a specific question not clearly explained in this document, please refer to the DGS.

Glossary of Terms (by alphabetical order)

Admission to Candidacy – Once the student has completed all coursework, passed the preliminary examination, and submitted an approved dissertation proposal, s/he is officially a candidate for the Ph.D.

Advisory Committee – Group of faculty that guides students in their degree.

Degree Application – There is a formal process required to apply for your degree. See the OGAPS website for online petitions and requirements: <http://ogs.tamu.edu>

Degree Plan – A list of courses taken to fulfill the Ph.D. requirements. The plan is approved by the Advisory Committee.

Guidance Committee – Consists of the DGS and at least three faculty members of different fields of concentration. Its purpose is to give advice to the student during the second and third semester of his/her studies. It will be assigned in consultation with the student.

MAP – Major area paper to be completed under the guidance and supervision of the student's Advisor and Advisory committee.

OGAPS – Office of Graduate and Professional Studies

Preliminary Exam – A comprehensive examination covering a reading list or lists which is required before advancing to candidacy. Linguistics students will have the option of taking a preliminary exam or of submit a Major Area Paper (MAP).

Professional Development – Activities beyond normal coursework to prepare the student for work life after the Ph.D.

Reading list – A list of texts that the student will study to prepare for the Preliminary Examination.

Thesis/Dissertation – An original research project ending with a significant written document.

Thesis/Dissertation defense (or Final Examination) – An oral examination on the contents of the thesis.

TIMELINE

Task	Time Frame
<i>Meet with DGS to do the following:</i>	
Discuss time limits for degree completion	<i>First Semester</i>
Discuss and plan how to meet English Language proficiency certification (International Students only)	
Discuss foreign language requirement	
Discuss transfer credit procedures	
Discuss academic requirements	
Discuss residency requirements	
Discuss professional development	
Establish a Guidance Committee	<i>Second Semester</i>
Begin preparing a degree plan	
Establish an Advisory Committee no later than fourth semester.	<i>As soon as the Committee is established but no later than Fourth Semester</i>
Discuss Preliminary Exam topics and reading list (Literature and Cultural Studies students) with advisory Committee	
Discuss topic of Major Area Paper (Linguistics students)	
Discuss possible thesis topics	
Set a schedule to meet regularly with all members of the committee	
<i>Meet with Advisory Committee and:</i>	
Define areas of emphasis within Reading List for Preliminary Examination.	<i>After completion of coursework but no later than Sixth Semester</i>
The Chair of the Graduate Committee is expected to request questions from the members of the committee two months in advance. (Literature and Cultural Studies students)	
Define topic of Major Area Paper. (Linguistics students)	
Prepare and submit a thesis proposal to the Thesis office (due 14 weeks prior to final examination/dissertation defense, but preferably not later than the seventh semester)	

<i>Meet with the DGS and:</i>	
Discuss admission to candidacy	<i>3 months prior to sitting for the Preliminary Examination</i>
Complete foreign language requirement	
<i>Meet with the Advisory Committee and:</i>	
Prepare and submit request for permission to hold final examination	<i>During Final Semester</i>
<i>Meet with the DGS and:</i>	
Apply for your degree	<i>During Final Semester</i>
Finish dissertation; defend dissertation (defense = final examination)	
Submit final dissertation to the Thesis Office	

Details for the Doctor of Philosophy in Hispanic Studies

The Doctor of Philosophy (Ph.D.) in Hispanic Studies gives students a comprehensive knowledge of the field of Hispanic Studies as well as training in methods of research. This is an interdisciplinary Ph.D. program that is grounded in a solid knowledge of the language, culture, and literature of Spanish-speaking peoples and is designed to meet the needs of students.

The Three Areas of Concentration

While the program is based on a broad knowledge of the Hispanic world, students must choose one of the three areas of concentration as follows:

- 1) The **Hispanic Literature** concentration emphasizes the points of contact and divergence of the different Hispanic literary traditions. Students will engage with authors and works from Spain, Latin America and the United States among others in order to acquire a solid knowledge of the main trends and periods of and theoretical approaches to Hispanic Literatures. Students in interdisciplinary courses that bridge national and hemispheric boundaries will be able to analyze transnational and borderland literary developments within and outside the Hispanic world. Students in this concentration will demonstrate an ample yet flexible knowledge of Hispanic, transatlantic, and transnational literatures required in the twenty first century.
- 2) The **Linguistics** concentration allows students to explore the historical, geographical and social diversity of the Spanish language, and issues related to its structure and acquisition and learning. Coursework and fields of inquiry typically include, but are not limited to linguistic variation, dialectology, bilingualism, language contact, instructed second language acquisition, psycholinguistics, and cognitive linguistics, and paleography. Training in this concentration includes quantitative and qualitative methods of data collection and analysis and incorporates current linguistic theory. This concentration prepares critical scholars and researchers to work in an increasingly diverse linguistic academic context where heritage learners are quickly becoming the norm, and where there is a growing recognition of U.S. Spanish as a legitimate variety.
- 3) The **Visual/Cultural Studies** concentration offers strategies of theoretical and critical analysis for the study of a variety of topics relevant to the cultural practices and traditions of the Hispanic world. Visual Studies acknowledge the predominance given to visualization in a variety of social and political arenas, and the experience of cross-mediation in media, communication, and information. It aims to expose students to the latest practices, interventions, and discussions in the field, helping them to achieve scholarly proficiency. Cultural Studies emphasizes the study of Hispanic cultural production which includes but is not limited to literature and literary studies. Students are exposed in an interdisciplinary manner to salient aspects of the diverse Hispanic cultural legacy, such as the rich oral traditions of the U.S. Southwest, or the different cultures, languages, religions, and music of Latin America and the Iberian Peninsula. Visual/Cultural Studies engage students with theoretical concepts and perspectives from a range of disciplines, including media studies, film, photography, digital studies, cultural studies, history, art, theater, anthropology, sociology, gender studies, performance, psychoanalysis, and political culture and thought.

Although the curriculum for the Ph.D. in Hispanic Studies features these three distinct concentrations, one of the special characteristics of the program is that the three concentrations complement one another. Thus, a student concentrating in Visual/Cultural Studies may want to take one

or more courses in Literature, since the study of culture cannot be divorced from the literary texts that a culture produces. Likewise, a student concentrating on Literature may want to take courses on linguistics and dialects from the Linguistics concentration. **In short, this is an integrated Ph.D. program where courses associated with one concentration are associated with the other two concentrations as well.** Doctoral students, in consultation with the DGS and advisory committee, will be free to build their curriculum as their individual needs, career goals, and interests lead them.

Advisory Committee

A doctoral advisory committee must consist of at least four members of the University's graduate faculty. At least one of the members must be from outside Hispanic Studies up to a maximum of two. Students' committee chair is responsible for immediate supervision of their research and thesis and the organization of the committee's required meetings and any other deemed necessary. The committee is responsible for overseeing: 1) the proposed degree plan, 2) the preliminary examination (for Linguistics students, the major area paper), 3) the dissertation proposal, 4) the dissertation, and 5) the dissertation defense.

Degree Plan

The DGS and the members of the advisory committee will help you prepare a degree plan, which lists the courses you must take to fulfill your degree requirements. The general field of research for the dissertation should be agreed upon by you and your advisory committee so that you can select the proper courses to support your proposed research.

All degree plans must be submitted using the On-Line Degree Plan Submission System (<https://ogsdps.tamu.edu/>) and are not final until all advisory committee members and the DGS submit electronic signatures. You must complete and file the degree plan with OGAPS following the deadline imposed by the OGAPS calendar.

Degree Requirements and Courses

Depending on your academic background, the Ph.D. can take between 64 and 96 credit hours. The summary of the degree requirements is as follows:

For students entering the program with a B.A. degree:

Required Course(s)	3 hours (6 for linguistics students)
Concentration Courses in the Department	21 hours
HISP-Related Courses in the department	9 to 15 hours (6 to 12 for linguistics students)
Courses outside the Department	6 to 12 hours
Additional hours (additional courses, dissertation hours, etc.)	32 hours
Dissertation hours (minimum)	19 hours
TOTAL NUMBER OF HOURS FOR THE DEGREE	96 hours

Note: A personalized course of study is permissible in some cases and can be applied for.

For students entering the program with an MA degree:

Required Courses	3 hours (6 for linguistics students)
Concentration Courses in the department	21 hours
HISP-Related Courses in the department	9 to 15 hours (6 to 12 for linguistics students)
Courses outside the Department	6 to 12 hours
Dissertation hours (minimum)	19 hours
TOTAL NUMBER OF HOURS FOR THE DEGREE	64 hours

Required courses

- Literature and Visual/Cultural Studies Students

HISP 675 Spanish Language Teaching Methods (only required for GATs in CS)

- Linguistics Students

HISP 650 Research Methods in Linguistics.

HISP 675 Spanish Language Teaching Methods (required for GATs in CS)

Courses in concentration (21 hours)

The courses prescribed by concentration are divided by the three areas of concentration available in the Ph.D. program. **After consultation with the DGS** and advisory committee, you must choose seven courses in one of the three areas below.

1. Visual/Cultural Studies

HISP 618 Hispanic Religion and Popular Culture
 HISP 625 U.S. Hispanic Literature and Culture
 HISP 640 History of Ideas in the Hispanic World
 HISP 646 Cultural Encounters and Borders
 HISP 660 Seminar on Hispanic Cultural Studies
 HISP 664 Hispanic Theater
 HISP 672 Hispanic Film and Performance Arts

2. Linguistics

HISP 602 Applied Linguistics
 HISP 603 Development of the Spanish Language
 HISP 606 Spanish in the United States
 HISP 607 Seminar in Spanish Linguistics
 HISP 614 Hispanic Dialectology
 HISP 650 Research Methods in Linguistics
 HISP 675 Spanish Language Teaching Methods

3. Literature

- HISP 630 Seminar in Latin American Literature
- HISP 645 Hispanic Women Writers
- HISP 653 *Don Quixote* and the Hispanic Novel
- HISP 665 Seminar in Spanish Literature
- HISP 667 Hispanic Genre Studies
- HISP 668 Modern Latin American Poetry from 1850-2010
- HISP 670 Seminar in U.S. Hispanic Literature

Please note that this list does not account for special topics courses taught in HISP or by other departments. Always discuss your choice of courses with the DGS and your advisory committee before enrolling to ensure that your selection can be applied to your degree plan. **You will need to petition such courses for use on your degree plan.**

Outside courses in HISP-related areas (15 hours)

Students are required to take at least two courses taught outside the Department in consultation with the chair of the advisory committee. It is encouraged to take more courses outside the department if needed, always in consultation with the chair of the advisory committee. Taking courses in other departments is important when considering **that one of the four members** of your advisory committee must be (and up to two may be) from outside of HISP. Taking courses outside of HISP will provide an opportunity to engage potential advisory committee members. PLEASE NOTE: this representative list is not exhaustive; it is merely designed to give you some idea of what outside courses might be useful or appealing to combine with your HISP courses for an interdisciplinary Hispanic Studies degree.

TEXAS A&M UNIVERSITY

- | | |
|----------|--|
| ANTH 604 | Cultural Method and Theory |
| ANTH 609 | Culture and Evolution |
| ANTH 622 | Folklore Forms and Methods |
| ANTH 623 | Folk Narrative |
| ANTH 635 | Violence and Warfare |
| ANTH 639 | Gender, Ethnicity, and Class in Archaeological Research |
| ANTH 655 | Empires and World-System |
| BIED 610 | Hispanic Bilingual Assessment and Monitoring Students |
| BIED 611 | Dual Language Program Methodologies |
| BIED 612 | Content Area Instruction for Hispanic Bilingual Programs |
| BIED 613 | Spanish / English Biliteracy |
| BIED 614 | Bilingual Education Curriculum Development |
| BIED 615 | Teacher Action Research in Bilingual Education |
| BIED 616 | Spanish for Bilingual and Dual Language Programs |
| BIED 617 | Evaluation of Programs with Bilingual & Language Minority Students |
| BIED 618 | Early Language and Literacy |
| BIED 619 | Second Language Acquisition |
| BIED 620 | Current Issues in Bilingual Education |
| BIED 632 | Research in Second Language Education |
| COMM 658 | Seminar in Communication and Culture |
| EDAD 618 | Educational Administration in Cross-Cultural Environments |
| EDAD 687 | Culturally Responsive Leadership |
| EDCI 602 | Cultural Foundations of Education |
| EDCI 606 | Cognition, Culture and Literacies |

EDCI 610	Second Language Assessment and Development
EDCI 612	Bilingual / ESL Content-Area Instruction
EDCI 614	ESL for International and Intercultural Settings
EDCI 642	Multicultural Education: Theory, Research and Practice
EDCI 645	Society and Education in World Perspective
EDCI 655	Contemporary Visual Culture
EDCI 658	History of Education
EDCI 662	Philosophical Theories of Education
EDCI 675	Teaching Strategies: Patterns of Learning
EDCI 676	Evaluation and Implementation of Electronic Learning Material
EDCI 677	Strategies for Teaching in a Culturally Pluralistic Society
EDTC 602	Educational Technology Field, Theory, and Profession
EDTC 654	Instructional Design
EDTC 608	Online Course Design
EDTC 613	Integrating Technology in Learning Environments
EDTC 621	Graphic Communication and Interface Design
EDTC 631	Educational Video
EDTC 641	Educational Game Design
EDTC 642	Designing for Mobile Learning
EDTC 645	Emerging Technologies for Learning I
EDTC 646	Emerging Technologies for Learning II
EDTC 651	E-Learning Design and Development
EDTC 689	Review of Research in Educational Technology
EHRD 643	Adult Education, Globalization and Social Justice
EHRD 650	Gender and International Education
EHRD 656	Narrative Analysis
EHRD 657	Life History Research
ENGL 603	Bibliography and Literary Research
ENGL 607	Topics in Medieval Literature and Culture
ENGL 608	Readings in Medieval Literature
ENGL 611	Topics in Early Modern Literature and Culture
ENGL 613	Readings in Early Modern Literature
ENGL 622	Elements of Creative Writing
ENGL 623	Topics in Creative Writing
ENGL 624	Advanced Creative Writing Workshop
ENGL 640	Topics in Children's Literature and Culture
ENGL 642	Topics in Genre
ENGL 645	Topics in Gender, Literature, and Culture
ENGL 650	Readings in 20 th and 21 st Century Literature and Culture
ENGL 653	Topics in 20 th and 21 st Century Literature and Culture
ENGL 658	Topics in Film History
ENGL 659	Topics in Film Theory
ENGL 665	Topics in Cultural / Interdisciplinary Studies
ENGL 660	Topics in Textual Studies and Book History
ENGL 667	Topics in the History and Theory of Rhetoric
ENGL 670	Topics in Latino/a Literature and Culture
ENGL 673	Topics in Transnational Literature and Culture
ENGL 683	Topics in Theory
EPSY 602	Educational Psychology
EPSY 605	Effects of Culture, Diversity and Poverty on Young Children & Youth
EPSY 626	At-Risk Hispanic Families and Their Young Children
EPSY 622	Measurement and Evaluation in Education
EPSY 636	Techniques of Research
EPSY 635	Educational Statistics
EPSY 673	Learning Theories
EPSY 679	Research on Teacher Effectiveness

GEOG 605	Processes in Cultural Geography
GEOG 622	Environment and Society on the US-Mexico Border
HIST 615	Colonial Latin America
HIST 617	Latin America: The National Period
HIST 624	Readings in Race, Ethnicity and Migration
HIST 625	Research Seminar in Race, Ethnicity and Migration
HIST 638	Medieval Europe
HIST 640	Readings in Atlantic World and Caribbean History
HIST 641	Research Seminar in Atlantic World and Caribbean History
HIST 643	Reading Seminar in European History I
HIST 644	Reading Seminar in European History II
HIST 645	Research Seminar in War and Society
HIST 646	Readings in War and Society
HIST 648	Readings on Topics in Modern European History
HIST 674	Readings in Chicano-Latino History
HIST 675	Research Seminar in Chicano-Latino History
HIST 678	Comparative Border Studies
HIST 679	Topics in Comparative Border Studies
HIST 691	Readings (taught as Atlantic World)
INTA 605	American Foreign Policy Since World War II
INTA 606	International Politics in Theory and Practice
INTA 609	Principles of International Law
INTA 615	Democratization as Foreign Policy
INTA 627	The Great Books of World Politics
INTA 655	Evolution of the European Union
INTA 659	Transnational Security Issues
INTA 678	Interstate War
INTA 680	Political Violence and Terrorism within the International System
INTA 683	U.S. Border Security: Policies, Strategies and Issues
LING 602	Topics in Sociolinguistics
LING 670	Topics in Discourse Analysis
PERF 604	Performing Vernacular Culture
PERF 605	Topics in Globalization and Performance Studies
PERF 613	Performing Texas
PERF 615	Spectacle, Performance, and Politics
PERF 620	Critical Ethnographic Methods of Performance Studies
PHIL 611	Ancient Philosophy
PHIL 616	Modern Philosophy
PHIL 620	Contemporary Philosophy
PHIL 630	Aesthetics
PHIL 632	Social and Political Philosophy
PHIL 640	Epistemology
PHIL 650	Metaphysics
PHIL 655	Philosophy of Mind
PHIL 658	Philosophy of Language
POLS 620	Comparative Political Systems
POLS 621	Theory and Method in Comparative Politics
POLS 623	Seminar in Cross-National Topics
POLS 624	Seminar in Regional Studies
POLS 625	Seminar in Comparative Race and Ethnic Politics
POLS 630	International Politics
POLS 631	Conflict Studies
POLS 632	Theory and Method in International Relations
POLS 633	Seminar in Foreign and Security Policy
POLS 634	International Institutions
POLS 635	International Political Economy

POLS 644	Seminar in Politics of Race, Ethnicity, and Public Policy
POLS 660	Gateway Seminar in the Politics of Race and Ethnicity
POLS 674	Seminar in Race, Ethnicity, and American Politics
PSAA 616	Public Organization in a Pluralistic Society
PSAA 674	Political Economy of International Development
PSYC 633	Gender and Minority Issues in Clinical Psychology
RDNG 613	Multicultural Children's Literature and Literacy
RDNG 620	Literacy and Language
SOCI 605	Social Movements
SOCI 617	Comparative Racial-Ethnic Relations
SOCI 651	Sociology of Culture
SOCI 657	Seminar in Culture
SOCI 660	Theories of Race and Ethnic Group Relations
SOCI 662	Racism and Anti-Racism
SOCI 663	Black and Latino Americans
SOCI 667	Seminar in Race and Ethnic Relations
SPED 611	Multicultural Special Education
SPED 620	Bilingual Special Education
SPSY 657	Bilingual Psychoeducational Assessment
WGST 639	Gender, Ethnicity, and Class in Archaeological Research
WGST 650	Gender and International Education
WGST 661	Sociology of Gender

Courses outside the department (6 to 12 hours)

You may choose, in consultation with your advisory committee, from **two to four courses from any of those listed in the concentration areas** above or other courses appropriate to your academic field of study. These courses must be selected in consultation with the DGS.

400-level Courses

Ph.D. students may include up to **two 400-level** courses on their degree plans. Typically, these courses will be in interdisciplinary programs which do not offer graduate degrees, but may offer a certificate which is a desirable credential to have when you enter the job market (examples are Women's and Gender Studies, Film Studies, or Africana Studies). As with all courses, your choice must be discussed with the DGS who **must approve your degree plan**. The choice of 400-level courses must also be discussed with the chair of the Advisory Committee if it has been established. It is expected that Ph.D. students in a 400-level class will exceed the workload assigned to undergraduate students in these classes.

Independent Study Courses (HISP 685)

In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are **NOT** for general use as electives and must apply directly to a student's chosen area of concentration. Unless deemed absolutely necessary, students should avoid independent study courses when a seminar covering a similar subject exists. A student wishing to enroll in a 685 must have a specific reason for taking this approach rather than a regular course, such as the need to enroll in summer when no departmental seminars are offered. Students should be aware, however, that most professors are not paid over the summer and should not be asked to direct independent studies unless they are on summer contracts. **No more than two 685s** can be listed on a Ph.D. degree plan with the exception of students who need to take more during the summer semester.

To request a HISP 685 course, students must find a faculty member willing to guide them in their independent study and must provide the DGS with a contract explaining the details of the work to be done. (See Appendix D for HISP 685 contract form.)

Prerequisites are:

1. Permission of the supervising faculty member
2. Approval of the Director of Graduate Studies

It is further understood that:

1. Individual consultation and agreement between student and faculty will precede the formal, written request.
2. There will be regular meetings between the student and the faculty supervisor as agreed upon at the beginning of the project.
3. Although clock hours are not absolute, limiting or monitored, a general guideline is the expenditure of a minimum of 45 clock hours per semester hour of credit requested. This includes actual student-faculty contact hours as well as the time a student spends preparing for regularly scheduled meetings.

Dissertation hours: HISP 691 (a minimum of 19 hours)

You must take a minimum of 19 dissertation hours (HISP 691). It is expected that you take these hours to undertake dissertation research and write the dissertation. Normally 691 hours will be taken no sooner than the semester of your preliminary exams. You may register for a single credit hour only during the last semester before you plan to graduate.

Admission to Candidacy

To be admitted to candidacy for a doctoral degree, you must have a cumulative GPR of at least 3.00, satisfy the English and third language requirements, pass the preliminary exam, complete all formal coursework on the degree plan, and have an approved dissertation proposal on file with OGAPS. You must be admitted to candidacy well before the date of the final exam. OGAPS will not authorize a final examination for any doctoral student who has not been admitted to candidacy.

ENGLISH LANGUAGE PROFICIENCY VERIFICATION

All international graduate students whose native language is not English must meet minimum English proficiency standards.

To achieve admission, international graduate students must attain English proficiency **verification**.

Citizens of certain English-speaking countries are exempt from the verification requirement. Refer to the list on the [Office of Admissions](#) website.

English Proficiency Verification can be attained using the following:

- a TOEFL score of at least 80 on TOEFL iBT (550 paper-based), or
- an IELTS score of at least 6.0, or
- a GRE Verbal Reasoning score of at least 146 (400 on the old scale), or

- a GMAT Verbal score of at least 22, or
- a PTE Academic score of at least 53, or
- acquiring [alternative verification](#) during the admission process from the Office of Graduate and Professional Studies via a departmental request. An international graduate student holding a master's degree from an accredited institution located in the U.S. qualifies for alternative verification.

ENGLISH PROFICIENCY CERTIFICATION

To become eligible to teach in positions such as Graduate Assistant-Teaching, Instructor, Lecturer, etc., the State of Texas requires that international graduate students attain **English proficiency certification**. The State of Texas requires that you obtain English proficiency certification before you can serve as a GAT, regardless of the subject matter taught.

Eligibility levels for international graduate students serving in teaching positions:

Level 1: Students eligible for teaching assignments

Level 2: Students conditionally eligible for teaching assignments for one semester only, but must simultaneously participate in Center for Teaching Excellence English Language Proficiency (CTE-ELP) instruction and achieve a certifying score on the oral section of the ELPE by the end of the semester.

Level 3: Students not eligible for teaching assignment. Students should participate in spoken language training (such as those offered by CTE-ELP or other independent English language instruction providers) to assist them in meeting English language proficiency requirements

			Global Standardized Tests	Locally Administered (on Texas A&M campus) Exam
Level #	TOEFL speaking section	IELTS speaking	PTE speaking section	ELPE oral exam
1	26-30	>=8.0	>=85	80
2	23-25	7.0-7.5	75-84	75
2	<23	<7.0	<75	65

Foreign Language Requirement

For the Ph.D. in Hispanic Studies, students must also demonstrate proficiency in a language other than English and Spanish. This requirement can be met in one of four ways, and must be completed before scheduling the preliminary examination:

1. By being a native speaker of the language in question.
2. By taking a translation exam (dictionary allowed)
3. By passing a 300-level course in the target language with a "A" or better.
4. By passing one of the graduate-level reading courses with an "B".

The translation exam in option (2) above must be set up by the student in conjunction with a faculty member approved by the Advisory Committee. This faculty member must be a professor in the target language or must be a native speaker of said language. In some cases, there may be faculty in Hispanic Studies with native knowledge of languages other than English and Spanish who could help with this process. The College of Liberal Arts occasionally sends out calls for students needing third language exams to be administered. When this option exists, it should be taken.

Preliminary Examination

At the end of the semester following completion of the formal coursework for the degree plan, but before submitting their dissertation proposal, all students must demonstrate competencies in their content area. This can be done in one of two ways, i.e., through a preliminary examination or through a major area paper.

Literature and culture students will be required to take an examination including both general and specific topics. Linguistics students will have the option of taking a preliminary exam or of submitting a Major Area Paper (MAP).

The preliminary examination has a written portion and an oral portion. Prior to scheduling the preliminary exam with the other committee members, the committee chair will ensure that you are eligible for the examination. The following list of eligibility requirements applies:

- Student is registered at Texas A&M University for the term during which any portion of the preliminary exam may fall. If the entire exam falls between semesters, the student must be registered for the term immediately preceding the exam.
- An approved degree plan must be submitted to the Office of Graduate and Professional Studies prior to the first written examination.
- Student's cumulative and degree plan GPR must each be at least 3.000.
- Any English language proficiency requirements must have been satisfied.
- The third language requirement must have been satisfied.

The chair will report the results of the exam to OGAPS using the Report of Doctoral Preliminary Examination form, with the signatures of all committee members, and the Preliminary Examination Checklist. These forms must be submitted to OGAPS within 10 working days of the scheduled oral exam date and at least 14 weeks prior to the date of the final exam. **It is the student's responsibility to print these forms, bring them to the exam, and obtain any absent or substitute committee members' signatures.**

The Exam

The Preliminary Examination is composed of the following three parts:

1. Area of Concentration (4-hour written exam)

The student chooses one of the following major areas of concentration:

- (1) Culture
- (2) Literature
- (3) Linguistics (chosen in place of MAP)

This four-hour written exam on the student's chosen area of concentration is comprised of two parts, as follows:

Part I: a **two-hour exam** meant to demonstrate a broad knowledge of the chosen area of concentration. If the student chooses to major in Culture, for example, she/he is responsible for knowing cultural nuances in terms specific to the Hispanic world.

Part II: a **two-hour exam** meant to demonstrate knowledge –theoretical, critical, and historical– of a particular aspect of the major area of concentration. For example, a student studying Literature may choose to focus this one-hour exam on 19th century Spanish literature. or a student concentrating in Linguistics may choose to focus on second language acquisition.

2. Reading List Examination (3-hour written exam)

This three-hour written exam covers the reading list required for Ph.D. students with Literature and/or Culture concentrations. See Appendix E and F for the approved Reading Lists for each specific area.

Questions for this portion of the exam will be based on whichever titles from the general reading list are deemed most relevant for a student's intellectual program, as determined by the student's faculty Advisory Committee.

3. Oral Exam

The oral exam is approximately **2 hours** long and includes discussion of the written exams and texts included in the reading list. At the conclusion of the oral exam, the committee will issue an oral evaluation about the exams and inform the student if s/he has been advanced to candidacy or if one or more parts of the exam must be retaken.

Procedures:

- The chair of the advisory committee will organize and supervise the preliminary exams.
- The written portions of the exam will generally be in Spanish, except when responding to questions in English formulated by non-HISP members of the Advisory Committee. For the benefit of non-HISP members of the committee, the oral portion may also take place in both languages as dictated by the questions.
- The written exams must be taken within one week and the oral exam scheduled within two weeks of the written exams. Even if the written exams are not satisfactory, the oral exam will still be held.
- Once the student has taken the written exams, the membership of the advisory committee will generally not be altered.
- The student must retake any part(s) of the exam deemed necessary within six months of the first exam.

Expected outcome: The Ph.D. preliminary examination requires that students demonstrate an advanced level of scholarly competence in their chosen area of concentration and in the general field of Hispanic Studies, not limited to the knowledge acquired through coursework and specific doctoral dissertation interest.

The exam is thus designed to help students develop the following professional skills:

- 1) The ability to gather information independently and process it critically.
- 2) The capacity to express ideas in the form of written responses, and expand upon these in an intellectual dialogue with faculty during the oral exam.
- 3) The preliminary examination will allow for student competency to be proven in their area of concentration and Hispanic Studies at four levels:
 - a) Knowledge of topics, texts, authors and trends relevant to their area of concentration;
 - b) Familiarity with historical contexts and intellectual currents relevant to the above;
 - c) Ability to critically engage major secondary sources relevant to their chosen field of study; and
 - d) Capacity for theoretical discussion of issues or themes related to their chosen field.

Any student unable to demonstrate adequate capacity in any of these four areas will be subject to failure of the exam, and will be required to repeat it either in whole or in part. The preliminary examination can only be repeated once. The Ph.D. student advances to candidacy by passing the preliminary exam by a majority vote of the advisory committee. Please note that performance in coursework is independent of and will be evaluated apart from the Ph.D. preliminary examination.

A student who fails to pass any portion of the Ph.D. exam for a second time will be dismissed from the Ph.D. program. The options in this case are as follows:

- A student without an M.A. in Spanish can request to be placed in the M.A. program (HISP). This will allow the student to graduate with an M.A. in Hispanic Studies.
- A student with an M.A. in Hispanic Studies may seek transfer to a doctoral program in another department.

If you fail the preliminary exam, **there is no obligation for a re-examination.** At their discretion, the advisory committee and OGAPS may allow one re-examination when adequate time has passed to allow you to address inadequacies emerging from the first exam (up to six months). After passing the required preliminary exam, you must complete all remaining requirements for the degree within **four** calendar years. Otherwise, you must repeat the exam.

Reading Lists: See Appendices E and F for Reading Lists.

Major Area Paper (Linguistics students)

The primary objective of the Hispanic Linguistics graduate training program is to produce researchers who are able to make substantial empirical and theoretical contributions to the field. The faculty appreciates the breadth of the discipline and understands that graduate students have different goals and skill sets. This understanding informs the policy of the Major Area Paper (MAP) to satisfy University and Department requirement that students must complete a preliminary examination during their third year.

The goal of the MAP is to provide graduate students an opportunity to enhance their training by producing a written document and oral defense of that document to broaden and deepen their expertise. In consultation with the primary advisor, the student will select one of the options listed below to satisfy the MAP requirement. In all cases, students must demonstrate a deep understanding of the relevant theoretical and empirical issues in Hispanic linguistics. Any proposed study should be consistent with state-of-the-art

research, such as existing theories and previous research.

Students will have three possible options that can be used to satisfy the MAP requirement. They should discuss with their committee chair which of the options is best suited to their overall goals and needs.

- **Option 1: Grant Proposal.** This option is designed to give students an opportunity to develop a proposal of the sort required by the NSF Dissertation Improvement Grants or grants from other appropriate agencies. The topic of the grant proposal must align with current funding and scientific priorities. The student will prepare a grant proposal with the same outline, components, and length limit as the agency's requirements. It will include the rationale for the proposal, a pertinent literature review, research questions, planned methods (including instruments and participants), expected results, and scientific and broader impacts.
- **Option 2: Extended Literature Review.** This option is designed to give students the opportunity to carry out an extensive review of pertinent literature in their planned research field. The document must satisfy the requirements of the literature review section of the dissertation. In other words, it must be exhaustive, up-to-date, and well researched, and it must show the student's ability to analyze, synthesize, integrate, and evaluate critically. In addition, the literature review will also indicate the current gaps in knowledge, and identify those that will be addressed in the dissertation project. An annotated bibliography, regardless of its length, is not a suitable extended literature review for the purposes of the MAP requirement.
- **Option 3: Publishable First Author Manuscript.** In exceptional cases, a student may be able to fulfill the MAP requirement with a high-quality, first-authored manuscript. If the student has completed a first-authored manuscript intended for submission or has already submitted it to a top-tier outlet, the paper could potentially be used as their MAP. This manuscript should report an ambitious study or series of studies. Under most circumstances, the manuscript should be completed early in the third year. With the written consent of their committee chair, students must provide committee members a 1-3 page document explaining the nature of their manuscript, its novelty, and its significance for Hispanic linguistics at least two weeks in advance of the exam date. If all committee members agree, the student will then provide the read-to-submit manuscript to the committee and schedule the oral portion.

Oral Portion of Major Area Paper

The oral portion of the MAP will be approximately **2 hours** long and will include discussion of the student's written submission. At the conclusion, the committee will issue an oral evaluation about the exams and inform the student if s/he has been advanced to candidacy or if the document must be rewritten and resubmitted.

Advisory Committee

The Ph.D. Advisory Committee is comprised of **4-5** members. As per OGAPS regulations, at least one member must be from outside of HISP, and may also be from a different university (although formal paperwork for this is required). Given the interdisciplinary nature of our program, we recommend that two members from other departments be included.

Role of the Ph.D. Advisory Committee

The committee's responsibilities are:

- To ensure that all necessary requirements are met prior to the preliminary examination: fulfillment of courses on degree plan, foreign language requirement, English language verification (for international students only), and residency.
- To provide exam questions to the chair of the committee who will in turn compile and finalize the exam.
- To assess the student's written exams and participate in the oral exam. A majority of the committee will determine if the student passes the preliminary exam.

After successful completion of the preliminary exams, all five members of the advisory committee may comprise the Ph.D. dissertation committee.

Dissertation Proposal

An important first step in writing a dissertation is the thesis proposal. This research proposal is a description of the research that you intend to perform in a detailed, comprehensive dissertation. The research proposal gives you an opportunity to demonstrate to your Advisory Committee your ability to successfully pursue your projected topic.

The completed research proposal must be submitted along with the properly signed proposal approval page (available at <http://ogs.tamu.edu/wp-content/uploads/2011/05/Proposal-Approval-Page.pdf>). The title page should be signed by you, all members of your advisory committee and the head of HISP. Filing the proposal is one of the requirements for admission to candidacy for the doctoral degree.

A doctoral research proposal must be submitted to OGAPS at least 14 weeks prior to the date of your final defense.

If the research involves human subjects you must check with the Research Compliance Division of the Office of the Vice President for Research to ensure that all compliance responsibilities have been met. Additional information can be found at <http://researchcompliance.tamu.edu/>.

Dissertation

You must demonstrate your ability to conduct independent research by completing an original dissertation. Although acceptance of the dissertation is based primarily on its scholarly merit, it must also demonstrate creditable workmanship in terms of format and citation style. The format of the dissertation must meet the guidelines found in the Thesis Manual, which you can consult at: http://ogs.tamu.edu/wp-content/uploads/2012/07/Thesis_Manual_July_2013_minorrevision_8_22_13.pdf

You must submit an electronic copy of the finished dissertation to the Thesis Office. The dissertation must include all suggestions and corrections by the members of your Advisory Committee, who must officially approve it.

During the research and writing portion of your degree, it is advisable to stay in touch with your Advisory Committee on a regular basis.

Final Examination or Defense of Doctoral Dissertation

The final examination is the defense of the completed dissertation. In order to be eligible to defend the dissertation, your cumulative and degree plan GPRs must be at least a 3.00. You must not have any unabsolved grades of D, F, I, or U for any course listed on the degree plan.

The request for permission to hold the final examination must be submitted to OGAPS at least 10 working days prior to the exam. This request form should include the signatures of approval of the committee chair and members and the department head certifying your eligibility for the defense. After OGAPS has approved the request, exam papers will be prepared and sent to the committee chair.

You must have completed all coursework listed on the degree plan, with the exception of registered courses at the time of the exam.

All committee members should attend the final exam. If one of the members cannot attend the examination, he or she must find an appropriate substitute, who must have been already formally appointed to the graduate faculty at TAMU. The committee chair may not be substituted.

Policy on Scheduling of Final Examination/Dissertation Defense¹

1. ABD's seeking a December graduation will:
 - a. Have completed at least 50% of the written dissertation prior to the end of the previous spring term, and
 - b. Provide a copy of the presumed final version of the dissertation to his/her Graduate Advisory Committee no later than September 30.
2. ABD's seeking a May graduation will:
 - a. Have completed at least 50% of the written dissertation prior to the end of the previous summer term, and
 - b. Provide a copy of the presumed final version of the dissertation to his/her Graduate Advisory Committee no later than the third Friday of February.
3. ABD's seeking an August graduation will:
 - a. Have completed at least 50% of the written dissertation prior to the end of the previous fall term, and
 - b. Provide a copy of the presumed final version of the dissertation to his/her Graduate Advisory Committee no later than the third Friday of May.

Graduation

To fulfill the procedural requirements of your Ph.D. you must complete all coursework, apply for your degree, schedule and pass a final thesis defense, and submit a signed approval page and a PDF file of your completed dissertation to the Thesis Office. Please see the DGS to assist you with this process if you need help.

¹ As with all policies and procedures in HISP and OGAPS, the student always has the right to request a waiver or exception. Decisions on such requests reside with the Department Head in consultation with the Director of Graduate Studies and the departmental Graduate Committee.

Professional Development

Your professional development as a student, scholar, and as an educator depends much on how you choose to spend your time during your advanced degree. Your ability to participate fully in conferences, research projects, and networking activities will reflect directly on your CV and will greatly enhance your ability to pursue your chosen profession after your degree is over. See Appendix C for some of the types of activities in which you should participate.

Time Limit

All requirements for the degree must be completed within 10 consecutive years. After passing the required preliminary oral and written examinations for the doctoral degree, you must complete all remaining requirements for the degree within 4 years. Otherwise, you will be required to repeat the preliminary exam. Coursework more than 10 years old at the time of the final oral exam may not be used to satisfy degree requirements. You must submit your final corrected dissertation to the Thesis Office no later than 1 year after the final examination or within the 10-year time limit, whichever occurs first. The degree will not be awarded if these deadlines are not met.

In 1997, the State of Texas passed legislation that limits the number of credit hours beyond the Master's degree that the State will financially support. This legislation gives Texas A&M the authority to charge non-resident tuition to doctoral students who accrue 100 or more hours of doctoral courses. See the Graduate Catalog for more information.

Transfer of Credit

If you are in the Ph.D. program, the DGS and/or your Advisory Committee may accept the transfer of up to **a third** of the required number of hours (32 out of 96). Please note that only courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or better will be considered for transfer credit if, at the time the courses were completed, you were in a degree-seeking status at Texas A&M University or at the institution at which the courses were taken and if the courses would be accepted for credit toward a similar degree for students in degree-seeking status at the host institution.

Coursework without formal grades or with grades other than letter grades is not accepted for transfer credit. You must have an official transcript sent directly from the university in which the transfer coursework was taken to the Texas A&M Office of Admissions and Records. Transfer course grades are not included in the calculation of the GPR.

Full-time Status

You are considered a full-time student if you are registered for a minimum of nine semester credit hours during a fall or spring semester, six semester credit hours during a 10-week summer semester, or three semester credit hours during a five-week summer term.

Academic Standards, Requirements, Guidelines

Scholastic Requirements

You must maintain a minimum grade point ratio (GPR) of 3.25 (B average based on a 4.00 scale) for all courses that are listed on your degree plan and for all graded graduate and advanced undergraduate coursework completed at Texas A&M and eligible to be applied toward a graduate degree. The cumulative GPR is computed by using all graded graduate and advanced undergraduate (400-level) coursework taken at Texas A&M and eligible to be applied toward a graduate degree. Grades of Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) are not included in the GPR. If your cumulative GPR falls below 3.00, you may be suspended from the University or placed on scholastic probation (see “Scholastic Deficiency” section of Texas A&M’s *Student Rules* handbook). If the minimum GPR is not attained in a reasonable amount of time, to be determined by OGAPS, you may be dropped from graduate studies. If you receive a D, F, or U in any coursework on your degree plan, you must repeat the course at Texas A&M and attain a C or higher or an S. A course in which the final grade is C or lower may be repeated for a higher grade. Although the original grade will remain on your permanent record, the most recent grade will be used in computing the cumulative GPR and the degree plan GPR. Courses with final grades of A or B may not be repeated. Any coursework not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student’s GPR for subsequent degree programs.

Scholastic Deficiency/Probation

A degree-seeking graduate student or a post-baccalaureate non-degree student is considered to be scholastically deficient if he or she fails to meet certain criteria related to grade point ratio, or if he or she fails to show acceptable proficiency in other areas. If deemed to be scholastically deficient, the student may become subject to one of several actions, including a warning, scholastic probation, suspension, dismissal, or termination. Scholastic deficiency is also enough to disqualify a student from any type of assistantship or funding. Complete information and criteria may be found in *Student Rules*, which is available at <http://student-rules.tamu.edu/>.

Petitions

During the course of your graduate career it may become necessary for you to make requests of the Department of Hispanic Studies or OGAPS. Petitions made to HISP must be in writing and must explain the rationale for the request. These should be addressed to the DGS and the Advisory Committee (if a degree plan is on file with OGAPS). Petitions made to OGAPS must be submitted, with the required approvals, on OGAPS petition forms. Forms may be downloaded from the OGAPS web site.

Petitions must have the signatures of all members of the Advisory Committee (if you have an approved degree plan on file with OGAPS) and the department head of Hispanic Studies, recommending approval of the request, prior to the submission of the petition.

Some common petitions made to OGAPS:

1. Change of committee membership: This petition identifies new members, members who are leaving, or members who are changing status within the committee (e.g., chair becomes member, member becomes co-chair, etc.).
2. Change of courses on the approved degree plan: You should identify courses to be deleted and courses to be added by the official course prefixes, course numbers, titles, and assigned semester

credit hour value. Pay particular attention to the final total hours the degree plan will carry following the changes. Petitions will not be approved if their approval would cause the number of credit hours to fall below the minimum hours required for the degree. Courses in which you have earned a grade of D, F or U cannot be removed from the degree plan. Instead, you must absolve the grade by repeating the course with a grade of C or better.

Incompletes

Taking incompletes in graduate courses is strongly discouraged. In an emergency, students must make an agreement with the professor, and file a petition for an incomplete prior to the last day of regular class meetings (prior to the day of the final exam, not the day grades are due). Failure to do so will result in an F on the transcript. Incomplete coursework must be submitted no later than the end of the subsequent semester, or else the I will automatically convert to an F. The date of automatic grade conversion is determined each semester by the university. It is the student's responsibility to find out when this date falls, if applicable.

While carrying any incomplete grades on a transcript, a student may not apply for departmental funds or other awards. Students with an incomplete that carries over beyond the subsequent semester may have their assistantship withdrawn.

Special teaching for GAT's

The Department recognizes its obligation to assist students in preparing themselves for life after graduate school. In as much as varied teaching experience can be an attractive feature of anyone's *curriculum vitae*, the Department endeavors to offer to its doctoral students opportunities for special teaching. Traditionally, the teaching experience of graduate teaching assistants consists of assigned teaching in the lower-division language sequence. In HISP at Texas A&M, this means teaching SPAN 101, SPAN 102, SPAN 201 and SPAN 202. "Special teaching" implies teaching assignment and experience outside of the parameters of the traditional experience.

Assignment of special teaching is not guaranteed, nor is it automatic. Advanced doctoral students interested in a special teaching assignment should formally request to be considered for such an assignment. Such requests should be directed to the Director of Undergraduate Studies or/and to the department head.

Assignment of special teaching will depend on a number of factors, among which are:

1. Availability of courses/sections²
2. Seniority understood as years/semesters in the program
3. Credentials (degree, certificates, etc.)
4. Previous student evaluations
5. Previous teaching

² Faculty in the Department, for example, are usually always privileged in the assignment of classes and teaching load.

Directory of Selected University Services

Adult, Graduate and Off Campus Student Services
979-845-1741

Association of Former Students
<http://www.aggienetwork.com>
979-845-7514

Bus Operations
<http://transport.tamu.edu>
979-845-1971

Campus Information
979-845-3211

Career Center
<http://careercenter.tamu.edu>
979-845-5139

Computing and Information Services
<http://cis.tamu.edu/>
979-845-8300

Housing: Off-Campus
<http://reslife.tamu.edu>
979-845-2261

International Student Services
<http://iss.tamu.edu>
979-845-1824

Multicultural Services
<http://dms.tamu.edu>
979-862-2000

Parking, Traffic and Transportation
<http://transport.tamu.edu>
979-862-7275

Registrar
<http://www.tamu.edu/admissions/records>
979-845-1003

Graduate Admissions
www.tamu.edu/admissions/Grad/index.html
979-845-1060

Graduate Student Council
gsc.tamu.edu
979-862-1974

Office of Graduate Studies
<http://ogs.tamu.edu/>
979-845-3631

Housing: Married Student
<http://reslife.tamu.edu> 979-845-2261

Campus Directory
979-845-4741

Student Financial Aid
<http://financialaid@.tamu.edu>
979-845-3236

Student Health Services
<http://shs.tamu.edu/>
979-458-8316

Student Legal Services
<http://studentlife.tamu.edu/scrs/>
979-847-7272

Student Life
<http://studentlife.tamu.edu>

Texas A&M University Bookstore
<http://mscbookstore.com>

MSC
979-845-8681

Student Counseling Service
scs.tamu.eduogs.tamu.edu/
979-845-4427

Thesis Office
<http://ogaps.tamu.edu/New-Current-Students/Thesis-and-Dissertation-Services>
979-845-3631

Appendix A**Department of Hispanic Studies Directory****Head**

Dr. Richard Curry

r-curry@tamu.edu**Director of Graduate Studies**

Dr. Esther Quintana

mequintana@tamu.edu**Director of Undergraduate Programs**

Adriana Pérez-Smith

aperezsmith@tamu.edu**Assistant to the Department Head**

Amber Warner

amberwarner@tamu.edu**Business Coordinator**

Brynn Pinto

brynnfitz@tamu.edu**Undergraduate Advisor**

Zuleika Carrasco Martinez

zuleika@tamu.edu

Appendix B

Department of Hispanic Studies Faculty

Victor Arizpe (Ph.D., University of Michigan): Professor of Spanish. Golden Age Spanish prose, drama, poetry, and rhetorical studies. Joined the Texas A&M faculty in 1983.

Richard Curry (Ph.D., Arizona State University): Associate Professor of Spanish. Twentieth-century Hispanic poetry, Spanish peninsular literature, contemporary Spanish cinema. Coordinated training of graduate teaching assistants. Joined the Texas A&M faculty in 1987.

Eduardo Espina (Ph.D., Washington University): Professor of Spanish. Hispanic poetry and Latin American literature. Joined the Texas A&M faculty in 1987.

Juan Carlos Galdo (Ph.D. University of Colorado): Associate Professor of Spanish. Contemporary Latin American literature. Joined the Texas A&M faculty in 2003.

Hilaire Kallendorf (Ph.D., Princeton University): Professor of Spanish. Spanish Golden Age literature, Comparative literature and Religious Studies. Joined the Texas A&M faculty in 2001.

Alain Lawo-Sukam (Ph.D., University of Illinois): Associate Professor of Spanish. Afro-Hispanic Literature and Africana Studies. Joined the Texas A&M faculty in 2008.

Alessandra Luiselli (Ph.D., University of New Mexico): Professor of Spanish. Latin American Colonial literature and women writers. Joined the Texas A&M faculty in 2003.

Stephen Miller (Ph.D., University of Chicago): Professor of Spanish. Peninsular Spanish literature and comparative literature. Joined the Texas A&M faculty in 1978.

Sarah Misemer (Ph.D., University of Kansas): Professor of Spanish. Hispanic Theater. Joined the Texas A&M faculty in 2004.

Alberto Moreiras (Ph.D. University of Georgia): Professor of Spanish. Latin American Literature and philosophy. Joined the Texas A&M faculty in 2010.

María Irene Moyna (Ph.D., University of Florida): Professor of Spanish. Spanish sociolinguistics, phonology and lexicography. Joined the Texas A&M faculty in 2006.

María Esther Quintana (Ph.D., University of California, Berkeley): Associate Professor of Spanish. Chicano/Latino literature and women writers. Joined the Texas A&M faculty in 2006.

Teresa Vilarós-Soler (Ph.D., University of Georgia): Professor of Spanish. Modern/contemporary Spanish cultural and biopolitical studies, theory, literature, and visual arts. Joined the Texas A&M faculty in 2010.

Gabriela C. Zapata (Ph.D., The Pennsylvania State University): Associate Professor of Spanish. Second language acquisition and pedagogy, bilingualism, and teacher education. Coordinated training of graduate teaching assistants. Joined the Texas A&M faculty in 2016.

Appendix C

Professional Development

Departmental Academic Activities

You are an integral part of the academic life of the Department of Hispanic Studies. As part of everyone's professional development, students are expected to attend all departmental lectures and guest lectures by official speakers. This is important, regardless of your particular academic interests or area of concentration, for it allows for the ever-present possibility of networking. These events offer an opportunity to engage not only our guests, but the members of the Department of Hispanic Studies in an academic setting beyond the classroom. Students who do not participate will be excluded from full consideration for departmental awards.

Assistantships, Funding, and Travel Grants

Graduate assistantships, both in teaching (GAT) and research (GAR), are available to qualified Ph.D. students in the Department of Hispanic Studies on a competitive basis. Graduate students holding assistantships must be registered for a minimum of 9 semester hours during a fall or spring semester, or for 3 credit hours during the 5-week summer session in which they are assigned to teach. Graduate students holding assistantships must also maintain an overall 3.0 GPR.

Assistantships terminate upon failure to maintain the minimum enrollment requirement. Even students on non-teaching fellowships are encouraged to seek some teaching experience. This helps build a strong curriculum vitae and offers skills that are necessary for those pursuing jobs in academia.

Conference Participation

Students are encouraged to participate in conferences by presenting their research in a formal academic setting. When one's research and writing have matured beyond the scope of the classroom, it is important to expose this work to a body of academic peers. Though there are opportunities to present your work at various fora on campus, Texas A&M and the Department of Hispanic Studies also offer conference travel funding to help you promote your work in regional, national and international venues. This experience allows graduates from our programs the opportunity to compete with other graduates on the job market from comparable programs around the country. As with teaching experience, conference presentations help to build a strong curriculum vitae and offer professionalization that is necessary for those seeking jobs in academia.

Research and Presentation Grants

The Graduate Student Research and Presentation Grant Program is supported by funds provided to OGAPS by The Association of Former Students. The purpose of the program is to support graduate student research or travel by reimbursing students for certain expenses. Awards are limited to \$500 maximum. Deadlines are as follows: August 1 for travel after September 1, November 1 for travel after

December 1, February 1 for travel after March 1, and May 1 for travel after June 1.

Application forms and program guidelines can be found at:

<http://ogs.tamu.edu/funding-information/grants/grant-guidelines/>.

The Department of Hispanic Studies

The Department of Hispanic Studies has limited funds available to cover research and conference travel. The amount of this award can be up to \$1500 for both domestic and international trips. There is a limit of \$1500 per student per year. Preference will be given to students who have not received this award in the current academic year. Apply for this award by filling out the Travel Award Form available on the department web page or in Appendix F. As well, all travel approval must be submitted online through the Concur system. See the departmental Business Coordinator if you have any questions.

Glasscock Center for Humanities Research

The Glasscock Center offers numerous opportunities:

- The Brown-Kruse Graduate Fellowship is comprised of two stipends of \$3000 each awarded annually to support research toward the completion of a thesis or dissertation. Calls for this award are made in the spring semester:
<http://glasscock.tamu.edu/grants-funding/brown-kruse-fellowship/>
- The Cushing/Glasscock Graduate Award supports research projects that are based in the collections of the Cushing Memorial Library and Archives. Funding is available for up to two projects in the amount of \$2000 each, tenable from June 1st to August 31st of the year in which the award is made. Calls for this award are made in the spring semester:
<http://glasscock.tamu.edu/grants-funding/cushing-glasscock-graduate-award/>
- The Glasscock Center's Graduate Research Fellows program accommodates up to ten Graduate Research Fellows per year. They participate in Glasscock Center activities and receive a \$2000 research stipend. Calls for this award are made in the spring semester:
<http://glasscock.tamu.edu/grants-funding/glasscock-graduate-research-fellowship/>
- The Glasscock Center's Graduate Research Matching Grant supplements competitively awarded humanities research grants of up to \$5,000 secured from sources external to TAMU. One grant of \$1,000 per semester will be awarded. For guidelines please see:
<http://glasscock.tamu.edu/grants-funding/graduate-research-matching-grant/>

Appendix D

HISP 685: Directed Studies Guidelines and Criteria

In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are NOT for general use as electives and must apply directly to a student's chosen area of concentration (literature, linguistics, or culture). A student wishing to enroll in a 685 must have a specific reason for taking this approach rather than a regular course.

Prerequisites are:

1. Permission of the supervising faculty member
2. Approval of the Director of Graduate

Studies It is further understood that:

1. Individual consultation and agreement between student and faculty will precede this formal, written request.
2. A final report will be submitted by the faculty directing the 685. This report comments on the student's overall work, the final project, and the grade for the course. It will be filed permanently in the student's departmental file.
3. There will be regular meetings between the student and the faculty supervisor as agreed upon at the beginning of the project.
4. Although clock hours are not absolute, limiting or monitored, a general guideline is the expenditure of a minimum of 45 clock hours per semester hour of credit requested. This includes actual student-faculty contact hours as well as the time a student spends preparing for regularly scheduled meetings.

DEPARTMENT OF HISPANIC STUDIES TEXAS A&M UNIVERSITY
HISP 685: DIRECTED STUDIES

Student's name:

Student's UIN:

Date submitted:

Enrollment in HISP 685, section:

Semester (Fall, Spring, SSI, SSII) and year:

Name of faculty offering the course:

Purpose of the course: (Briefly describe the course content.)

Describe the requirements to be completed, including papers, readings, etc. **Attach a copy of the course syllabus.**

I have read and understood the general directions on the reverse side of the application.

Signature of applicant

Signature of faculty supervisor

Signature of Director of Graduate Studies

Distribution: Head, Faculty Supervisor, Student, Student's Departmental File

Appendix E

READING LIST FOR PRELIMINARY EXAMS

(Literature and Culture concentrations)

LITERATURA ESPAÑOLA

I. EDAD MEDIA, RENACIMIENTO Y SIGLO DE ORO

Edad Media

Anonónimo. “Las

jarchas” Anonónimo.

El Poema de mio Cid

Gonzalo de Berceo. *Milagros de Nuestra Señora*

Juan Manuel. *El Conde Lucanor*

Selección de romances en *Flor nueva de romances viejos* (Ed. R. Menéndez Pidal.

Madrid: Castalia, 2002)

Juan Ruiz. *El libro de Buen Amor*

Jorge Manrique. “Coplas por la muerte de

su padre” Fernando de Rojas. *La*

Celestina

Siglo de Oro: Prosa,

Renacimiento Anónimo. *La*

vida de Lazarillo de Tormes

Francisco de Quevedo. *El*

Buscón

Miguel de Cervantes. *Don Quijote de la Mancha*

María de Zayas. *Desengaños amorosos*

Jorge de Montemayor. *La Diana*

Santa Teresa de Jesús. *Libro de la vida*

Siglo de Oro: Teatro

Lope de Vega. *Fuenteovejuna* y *El caballero de Olmedo*

Pedro Calderón de la Barca. *La vida es sueño* y *Auto Sacramental del gran teatro del mundo*

Tirso de Molina. *El burlador de Sevilla*

Ana Caro. *Valor, agravio y mujer*

Siglo de Oro: Poesía

Elías L. Rivers, ed. *Poesía lírica del Siglo de Oro* (Madrid: Cátedra, 1993). Selecciones de

Garcilaso de la Vega, Fray Luis de León, Santa Teresa de Jesús, San Juan de la Cruz,

Lope de Vega, Francisco de Quevedo, Luis de Góngora

II. PERÍODO MODERNO

(SIGLOS XVIII Y XIX) SIGLO XVIII

Prosa

José Cadalso. *Cartas marruecas*

Teatro

Leandro Fernández de Moratín. *El sí de las niñas*

SIGLO XIX**Prosa**

Mariano José de Larra. *Artículos de costumbres*

Juan Valera. *Pepita Jiménez*

Benito Pérez Galdós. *Trafalgar, La Corte de Carlos IV, Doña Perfecta, y Nazarín*

Emilia Pardo Bazán. *Insolación y El encaje roto y otros cuentos* (Ed. Joyce Tolliver, New York: MLA, 1996)

Leopoldo Alas "Clarín". *La Regenta*

Teatro

Duque de Rivas. *Don Alvaro o la fuerza del sino*

José Zorrilla. *Don Juan Tenorio*

Poesía

Gustavo Adolfo Bécquer. *Desde mi celda* (I-III); *Leyendas* ("Los ojos verdes," "El rayo de luna"),

Rimas (incluyendo "Introducción sinfónica")

Rosalía de Castro. *Selecciones de Poesía* (Alianza, 1990)

III. Siglo Veinte Prosa

Pío Baroja. *Camino de perfección*

Ramón del Valle-Inclán. *Sonatas*

Miguel de Unamuno. *Niebla y San Manuel Bueno, mártir*

José Martínez Ruiz "Azorín". *La voluntad*

Antonio Machado: *Campos de Castilla*

José Ortega y Gasset. *La deshumanización del arte*

Rosa Chacel. *Memorias de Leticia Valle*

Camilo José Cela. *La familia de Pascual*

Duarte Ramón Sender. *Requiem por un campesino español* Carmen Laforet. *Nada*

Ana María Matute. *Primera*

Memoria Luis Martín

Santos. *Tiempo de silencio*

Juan Goytisolo: *Señas de identidad* Carmen Martín

Gaite. *El cuarto de atrás*

Teatro

Jacinto Benavente: *Los intereses creados*

Federico García Lorca. *Bodas de sangre, Yerma y La casa de Bernarda Alba*

Antonio Buero-Vallejo. *El*

tragaluz Alfonso Sastre.

Escuadra hacia la muerte

Ramón del Valle Inclán. *Luces de Bohemia*

Fernando Arrabal. *El arquitecto y el emperador de Asiria*

Paloma Pedrero. *La llamada Lauren*

Poesía

Juan Ramón Jiménez. De *Jardines lejanos*: “Hay un oro dulce y triste”; de *Baladas de primavera*: “Mañana de la luz”; de *Diario de un poeta recién casado*: “Soledad”, “No sé”; de *Eternidades*: “Inteligencia, dime”, “Vino, primero, pura”; de *Animal de fondo*: “La transparencia, Dios, la transparencia”

Vicente Aleixandre. De *Espadas como labios*: “El vals”; de *La destrucción o el amor*: “Ven siempre, ven”, “Cobra”; de *Poemas de la consumación*: “Como Moisés en el viejo”; de *Diálogos del conocimiento*: “Sonido de la guerra”

Federico García Lorca. De *Romancero gitano*: “Romance de la luna, luna”, “Preciosa y el aire”, “Romance de la guardia civil española”; de *Poeta en Nueva York*: “Aurora”, “Oda al rey de Harlem”

Jorge Guillén. De *Cántico*: “Más allá”, “Beato sillón”, “Perfección”, “El aparecido”

Rafael Alberti. De *Marinero en tierra*: “El mar. La mar”, “Pirata de mar y cielo”; de *Sobre los ángeles*: “Paraíso perdido”, “Tres recuerdos del cielo”, “Invitación al arpa”; de *El poeta en la calle*: “Romance de los campesinos de Zorita”

Luis Cernuda. De *Los placeres prohibidos*: “Si el hombre pudiera decir”, “Diré cómo nacistéis”; de *Las nubes*: “Impresión de destierro”, “Adolescente fui...”

Miguel Hernández. De *El rayo que no cesa*: “Me tiraste un limón”, “Por una senda van los hortelanos”, “Elegía a Ramón Sijé”; “Nanas de la cebolla”

Gabriel Celaya. “La poesía es un arma cargada de futuro”

José Ángel Valente. *No amanece el cantor*

LITERATURA HISPANOAMERICANA

I. PERÍODO COLONIAL Poesía

Juan del Valle y Caviedes. “Para ser caballero de accidentes,” “En un laurel convertida,” “Coloquio que tuvo con la muerte un médico estando enfermo de riesgo”

Sor Juana Inés de la Cruz. “Primero sueño,” “Este amoroso tormento,” “Hombres necios que acusáis,” “Este, que ves, engaño colorido,” “En perseguirme, Mundo, qué intereses?,” “Rosa divina que en gentil cultura,” “Detente, sombra de mi bien esquivo,” “Esta tarde, mi bien, cuando te hablaba” *Villancicos* 89, 224, 232, 241 y 299.

Esteban Terralla y Landa. *Lima por dentro y por fuera* (1797)

Prosa

Cristóbal Colón. “Carta del descubrimiento”

Bartolomé de Las Casas. *Brevísima relación de la destrucción de las Indias*

Hernán Cortés. “Carta II”

Bernal Díaz del Castillo. *Historia verdadera de la conquista de la Nueva España* (Capítulos 27-111) Alvar Núñez Cabeza de Vaca. *Naufragios*

Inca Garcilaso de la Vega. *Comentarios reales de los Incas* (Primera Parte, “Historia de los Incas--Libro Primero,” Segunda Parte, “La conquista del Perú--Libro Primero”)

Sor Juana Inés de la Cruz. “Respuesta a Sor Filotea”

Poesía Narrativa

Alfonso de Ercilla. *La Araucana* (Cantos I-III, X-XIV, XX-XXIII, XXX-XXXVII)

Teatro

Sor Juana Inés de la Cruz. *Los empeños de una casa*

Juan Ruiz de Alarcón. *La verdad sospechosa*

II. PERÍODO MODERNO (1800-1920) Poesía

Andrés Bello. “Silva a la agricultura de

la zona tórrida” José María Heredia.

“Oda al Niágara,” “Al Popocatepetl”

Bartolomé Hidalgo. *Cielitos*

Hilario Ascasubi. “La refalosa,” *Santos Vega o Los Mellizos de La Flor*

Estanislao del Campo. *Fausto, Impresiones del gaucho Anastasio el Pollo en la representación de la Ópera*

Gertrudis Gómez de Avellaneda. “Al partir,” “A él...,” “Contemplación,” “La noche de insomnio y el alba,” “Amor y orgullo”

José Martí. *Versos sencillos*, “Poética,” “Príncipe enano”

José Asunción Silva. “Al oído del lector,” “Gutiérrez Nájera,” “Las ondinas,” “Nocturno III”

Manuel Gutiérrez Nájera: “La duquesa Job,” “Para entonces,” “Para el corpiño”

Julio Herrera y Reissig: “Bromuro,” “Decoración heráldica,” “Desolación absurda,” “La torre de las Esfinges” Delmira Agustini. “Lo inefable,” “Con tu retrato,” “El arroyo,” “La cita,” “Mis amores”

Julián del Casal: “Neurosis,” “Autorretrato,” “Mis amores”

Leopoldo Lugones. “Delectación morosa,” “La blanca soledad,” “Divagación lunar,” “Historia de la muerte”

Rubén Darío. “Palabras liminares,” “Canción de otoño en primavera,” “Yo persigo una forma...,” “Lo fatal,” “Que el amor no admite cuerdas reflexiones,” “Responso a Verlaine,” “Sonatina”

Enrique González Martínez. “Tuércele el cuello al cisne...,” “Un fantasma” Candelario Obeso. *Cantos populares de mi Tierra*

Prosa de Ideas

José Martí. “Nuestra

América” Domingo

Faustino Sarmiento.

Facundo José

Enrique Rodó. *Ariel*

Prosa de Ficción

Esteban Echeverría. “El matadero”

Horacio Quiroga. “El desierto,” “La gallina degollada”

José Joaquín Fernández de Lizardi. *El Periquillo Sarniento*

Jorge Isaacs. *María*

Mariano Azuela. *Los de abajo*

Rómulo Gallegos. *Doña Bárbara*

José Eustasio Rivera. *La vorágine*

Ricardo Girardles. *Don Segundo Sombra*

Gertrudis de Avellaneda. *Sab*

Poesía Narrativa

José Hernández. *Martín Fierro*

III. PERÍODO CONTEMPORÁNEO (1920 AL PRESENTE)

Poesía

Alfonsina Storni. “Peso ancestral,” “Tú me quieres blanca,” “Hombre pequeñito...,” “La que comprende...,” “El hijo,” “Voy a dormir”

Gabriela Mistral. “Los sonetos de la muerte,” “Yo no tengo soledad,” “Meciendo,” “La flor del aire,” “Sol del trópico,” “La otra,” “La maestra rural,” “La capilla aldeana”

Vicente Huidobro. “Arte poética,” *Altazor*, “Aeroplano,” “La poesía es un atentado celeste”

Pablo Neruda. “Poema 15,” “Poema 20,” “Barcarola,” “Alturas de Macchu Picchu,” “Arte poética,” “Tango del viudo,” “Walking Around,” “Agua sexual,” “Los modernos,” “Oda a Federico García Lorca,” “Oda al día feliz,” “Oda al diccionario”

Nicolás Guillén. “Búcate plata,” “Sensemayá,” “Tengo,” “Balada de los dos abuelos,” “Balada del guije,” “No sé por qué piensas tú”

César Vallejo. “Los heraldos negros,” “Absoluta,” “Piedra blanca sobre una piedra negra,” “Altura y pelos,” “Considerando en frío, imparcialmente,” “Hoy me gusta la vida mucho menos...,” *Trilce*

Rosario Castellanos. “Recordatorio,” “Ajedrez,” “Pequeña crónica,” “Malinche,” “Autorretrato,” “Economía doméstica,” “Valium 10”

Octavio Paz. “Piedra de sol,” “Bajo tu clara sombra,” “Semillas para un himno,” “Aquí,” “Decir, hacer,” “Elegía interrumpida,” “Las palabras,” “Nocturno de San Ildefonso”

Oliverio Girondo. “Calle de las serpientes,” “Cansancio,” “Poema 12,” “Azotadme,” *En la masmédula*

Jorge Luis Borges. “Arte poética,” “El Golem,” “El amenazado,” “1964,” “Fundación mítica de Buenos Aires,” “Amorosa anticipación,” “Poema de la cantidad,” “Poema de los dones”

José Gorostiza: *Muerte sin fin*

Nicanor Parra. “El hombre imaginario,” “Los profesores,” “Soliloquio del individuo”

Luis Palés Matos. *Tuntún de pasa y grifería*

Nicolás Guillén. “Glosa,” “Burgueses,” “Negro bembón,” “Problemas del subdesarrollo”

Idea Vilariño. “Lo que siento por ti,” “Tal vez no era pensar,” “Si muriera esta noche,” “Ya no”

Olga Orozco. “Aquí están tus recuerdos,” “El jardín de las delicias,” “Olga Orozco”

Nancy Morejón. “Un eco de un eco,” “Mujer negra”

Marosa di Giorgio. “Me acuerdo de los repollos acresponados, blancos-rosas...,” “Misal de la virgen,” “Yendo por aquel campo, aparecían, de pronto...,” “Hortensias en la misa,” “Volvieron las vacas”

José Lezama Lima. “Muerte de Narciso,” “Llamado del deseoso,” “Minerva define el mar,”
 “Una oscura pradera me convida...,” “Mi esposa María Luisa”
 Ernesto Cardenal. “Oración por Marilyn Monroe,” *Epigramas*

Prosa de Ideas

José Vasconcelos. *La raza cósmica*
 Ezequiel Martínez Estrada. *Radiografía de la pampa*
 Octavio Paz. *El laberinto de la soledad*
 Rosario Castellanos. *Mujer que sabe latín*

Prosa de Ficción

Jorge Luis Borges. *Ficciones*
 Alejo Carpentier. *Los pasos perdidos*
 Miguel Ángel Asturias. *El señor presidente*
 Juan Rulfo. *Pedro Páramo*
 María Luisa Bombal. *La última niebla*
 Ernesto Sábato. *El túnel*
 Rosario Castellanos. *Balún Canán*
 José María Arguedas. *Los ríos profundos*
 Juan Carlos Onetti. *El astillero*
 Carlos Fuentes. *La muerte de Artemio Cruz*
 Julio Cortázar. “La noche boca arriba,” “Las babas del diablo,” “Todos los fuegos, el fuego”
 Gabriel García Márquez. *Cien años de soledad*
 Mario Vargas Llosa. *La ciudad y los perros*
 Elena Garro. *Recuerdos del porvenir*
 Manuel Puig. *El beso de la mujer araña*
 Luisa Valenzuela. *Cambio de armas*
 Ricardo Piglia. *Respiración artificial*

Testimonio

Elizabeth Burgos y Rigoberta Menchú. *Me llamó Rigoberta Menchú y así me nació la conciencia*

Teatro

Florencio Sánchez. *Barranca abajo*
 Roberto Arlt. *Saverio el cruel*
 Rodolfo Usigli. *Corona de sombra*
 Osvaldo Dragún. *Historias para ser contadas*
 Egon Wolf. *Flores de papel*
 René Marqués. *La noche de los asesinos*
 Griselda Gambaro. *Los siameses*
 Elena Garro. *Un hogar sólido*

Rosario Castellanos. *El eterno femenino*
 Jorge Díaz. *El cepillo de dientes*

LITERATURA CHICANA / U.S. LATINA

Prosa

Tomás Rivera. *...Y no se lo tragó la tierra*
 Oscar Zeta Acosta. *The Autobiography of a Brown Buffalo*
 Rudolfo Anaya. *Bless me, Ultima*
 Rolando Hinojosa. *Estampas del Valle*
 Estela Portillo Trambley. *Rain of Scorpions and Other Stories*
 Miguel Méndez. *Peregrinos de Aztlán*
 Alejandro Morales. *The Brick People*
 Sandra Cisneros. *Woman Hollering Creek*
 Cherrie Moraga. *Loving in the War Years: Lo que nunca pasó por sus labios*
 Ana Castillo. *The Mixquiahuala Letters o Peel My Love Like an Onion*
 Anzaldúa, Gloria. *Borderlands/La frontera: The New Mestiza*
 Richard Rodríguez. *Hunger for Memory: An Autobiography*
 Christina García. *Dreaming in Cuban*
 Judith Ortiz Cofer. *Silent Dancing o The Latin Deli*
 Julia Alvarez. *In the time of the Butterflies*
 Junot Díaz. *Drown*

Poesía

Alurista. *Floriscanto en Aztlán* Lucha Corpi. *Palabras de mediodía*
 José Montoya. "El Louie"
 Tato Laviera. *La Carreta Made a U-Turn*
 Miguel Alagrín y Miguel Piñero, eds. *Nuyorican Poetry: An Anthology of Puerto Rican Words and Feelings*

Teatro

Estela Portillo. "Day of the Swallows" o "Sor Juana"
 Luis Valdez. "The Shrunken Head of Pancho Villa" y "Los vendidos"
 Cherrie Moraga. "Giving up the Ghost"
 Dolores Prida. "Coser y Cantar" y "Beautiful Señoritas"
 Miguel Piñero. *Short Eyes*
 Matías Montes-Huidobro. "Your Better Half"
 Miguel González-Pando. "Once Upon a Dream"
 María Irene Fornes: "Fefu and Her Friends"

Appendix F

READING LIST FOR PRELIMINARY EXAMS (applies to Linguistics concentration only) Lista de temas para el examen doctoral en lingüística

Fonética y fonología

1. El aparato fonador y la articulación de sonidos
2. La descripción y clasificación de sonidos
3. Fonemas, alófonos y su distribución
4. La estructura silábica y la transcripción fonética
5. Suprasegmentales
6. Regiones y rasgos dialectales principales (peninsulares, americanos)

Morfología, sintaxis y lexicología

1. Categorías y clases léxicas, partes de la oración
2. Flexión nominal y verbal
3. Formación de palabras: derivación; composición; otros procesos
4. Simbolismo, léxico lúdico, reduplicación
5. Cambio semántico
6. Etimología, lexicografía

Historia de la lengua

1. Hispania prerrománica, aportaciones lingüísticas, cuestiones de sustrato
2. Invasiones posteriores, aportaciones lingüísticas
3. Epocas de desarrollo, desarrollo del castellano, difusión del español
4. Fuentes existentes para la información lingüística histórica
5. El cambio lingüístico, procesos y mecanismos
6. Generalidades del latín en el sistema fonológico y morfosintáctico
7. Evolución del sistema vocálico y del sistema consonántico del latín al español
8. Evolución de los sistemas nominal, pronominal y verbal del latín al español

Sociolingüística

1. Variación lingüística social, geográfica, diacrónica y estilística. El cambio lingüístico.
2. Sociolingüística variacionista. Estudios de redes sociales.
3. El español americano: orígenes y clasificación de dialectos.
4. Influencias indígenas y africanas en los dialectos de América. Contactos entre lenguas europeas en América.
5. El español en los Estados Unidos: orígenes históricos, estudio y valoración.
6. Bilingüismo, cambio de código. La controversia sobre el Spanglish.
7. Acomodación y koineización en EE UU.

Bibliografía sugerida

- Alvar, Manuel and Bernard Pottier. 1983. *Morfología histórica del español*. Gredos.
- Azevedo, Milton. 2008. *Introducción a la lingüística española*. Upper Saddle River: Pearson Prentice Hall.
- Entwistle, William J. 1949. *The Spanish Language*. London: Faber & Faber.

- Hualde, José Ignacio, Antxon Olarrea y Anna María Escobar. 2001. *Introducción a la lingüística hispánica*. Cambridge: Cambridge University Press.
- Koike, Dale A. y Carol A. Klee. 2003. *Lingüística aplicada. Adquisición del español como segunda lengua*. Nueva York: John Wiley.
- Lapesa, Rafael, 1981. *Historia de la lengua española*. Madrid: Gredos.
- Lipski, John M. 2008. *Varieties of Spanish in the United States*. Washington D.C.: Georgetown University Press.
- Lipski, John. 1994. *Latin American Spanish*. London: Longmans.
- Menéndez Pidal, Ramón. 1964. *Orígenes del español*. Madrid: Espasa-Calpe.
- Penny, Ralph. 2001. *A History of the Spanish Language*. 2ª ed.. Cambridge: Cambridge University Press. [o versión española]
- Penny, Ralph. 2000. *Variation and Change in Spanish*. Cambridge: Cambridge University Press. [o versión española]
- Pharies, David. 2007. *A Brief History of the Spanish Language*. Chicago: University of Chicago Press. [o versión española]

Appendix G

Travel Award Forms

DOMESTIC TRAVEL REQUEST FORM

Last Name:

First Name:

UIN:

Email:

Department:

Title:

Trip Start:

Trip End:

Destination(s):

Amount of Travel Request: —

Airfare:

Parking:

Mileage/Fuel: —

Shuttle/Taxi: —

Hotel:

Registration:

Meals:

Other: —

Purpose and Benefit of your travel to Texas A&M University:

—

Domestic Travel Request Limits Are Set By Budget Constraints (max \$1500.00).

Employee Signature

Date

Supervisor Signature

Date

FOREIGN TRAVEL REQUEST FORM

Last Name: _

First Name: _

UIN: _

Title: _

Email: _

Department: _

Trip Start: _
_

Trip End: _

Destination(s): _

Amount of Travel Request: _

Estimated Budget for Travel

Airfare: _

Shuttle/Taxi: _

Hotel: _

Conference Registration: _

Meals: _

Mileage/Gasoline: _

Parking: _

Other: _

Is the travel to a country currently under a Travel Warning?

Yes _

If yes, you acknowledge the following: I have read and understand the conditions and potential risks associated with this travel as detailed in the current Travel Warnings posted by the U.S. Department of State.

Purpose and Benefit of your travel to TAMU:**Foreign Travel Request Limits Are Set by Budget Constraints (max \$1500)**

Employee Signature

Date

Supervisor Signature

Date

Department Head Signature

Date