

GRADUATE STUDENT MANUAL
M.A. IN SPANISH

August 2019 – present

Department of Global Studies and Languages

Idaho State University

Table of Contents

<i>Introducción</i>	3
<i>¡Bienvenidos! Welcome!</i>	5
<i>Graduate study in Spanish</i>	5
<i>Prerequisites and Application Process</i>	6
<i>Academic Honesty Policy</i>	9
<i>The M.A. in Spanish: Degree Description and Graduation Requirements</i>	10
<i>M.A. Exam Evaluation Rubric</i>	15
<i>Capstone Project and Oral Defense Evaluation Rubric</i>	16
<i>M.A. Reading List: Hispanic Literature (2019-present)</i>	18
<i>The Final Program of Studies Form: M.A. in Spanish</i>	24
<i>Capstone Project Declaration Form</i>	25

Introducción

The Department of Global Studies and Languages provides this manual to acquaint graduate students in the Masters of Spanish program with the policies and procedures of this department and the requirements of the MA in Spanish. In addition to this manual, all graduate students should obtain and carefully read the [Idaho State University Graduate Catalog](#), which contains all pertinent rules and procedures required by the University.

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Helen “Cathleen” Tarp

Cathleen Tarp is an Associate Professor at Idaho State University where she teaches Medieval and Golden Age Peninsular Literature and interpretation and translation for health and judicial professions. She earned her doctorate in pre-Modern Literature and Culture from the University of New Mexico. Her publications in this area focus on the sentimental romance and the *Quijote*. Her current teaching position is both in Arts and Letters (75%) and in the Physician Assistant program (25%). Her focus is on identifying a problem such as low health literacy that creates a disparity and working with an interdisciplinary team and community stakeholders to design a tailored yet replicable response to the issue. She has initiated, designed, delivered, and published results from several culturally and linguistically tailored interventions –using both qualitative and quantitative methodologies- to assess knowledge, identify perceived barriers, and increase health literacy among Idaho Latinos with the goal of increasing patient self-activation and efficacy. Dr. Tarp initiated the baccalaureate program in Spanish for the Health Professions in 2014, the Graduate Certificate in Spanish for the Health Professions in 2015, and currently Director of the M.A. program in Spanish.

Carmen Febles

Carmen Febles is an Assistant Professor at Idaho State University, where she teaches Spanish and Latin American Literature and Culture as well as courses specific to Spanish for the Health Professions. Dr. Febles earned her Ph.D. in Latin American Literatures from the University of Wisconsin-Madison. Dr. Febles’ recent published work has focused heavily on Latino migrant and border culture, including Chicana visual culture and diasporic community building through Spanish-language podcasting. Dr. Febles has also published collaboratively on topics related to migrant and refugee healthcare. Her areas of expertise include the Latin American colonial period, US/Mexico border culture, and US-Latino culture and literature.

Andrew Wrobel

Andrew Wrobel is an Assistant Professor at Idaho State University, where he teaches courses on Spanish literature, culture, and history. He earned his Bachelor and Masters degrees from Marquette University and his Ph.D. from Michigan State University. His research focuses on 20th Century Peninsular poetry with an emphasis on its continual political significance during and after the Franco regime. He continues to study “los novísimos” while investigating how poetry has used film, among other components of popular culture, to connect with its readers and encode dissidence and alternative social and political perspectives.

Liz Moreno-Chuquen

Liz Moreno-Chuquen is Assistant Professor at Idaho State University where she teaches Spanish and Latin American Culture and Literature. Moreno-Chuquen received her Ph.D. in Latin American Literatures and Cultures at the University of Illinois at Urbana-Champaign in 2019. She also holds a Master in Hispanic Literature from UIUC and a B.A. in Literary Studies from the National University of Colombia (Universidad Nacional de Colombia). She was born and raised in Bogotá, Colombia, then she moved to the United States to pursue her graduate studies. Moreno-Chuquen’s research engages Argentina and the Southern Cone culture through the lens of critical race studies and visual culture. It explores how Afrodescendant culture, legacy and memory is portrayed through representational modes that range from literary works and archival documents to photography and museum exhibitions. Dr. Moreno-Chuquen has presented her research at prestigious conferences such as the Latin American Studies Association (LASA), *Afrolatinidad* at the University of Pittsburgh, and the Afro-Latin American Research Institute at the Hutchins Center in Harvard University. Her areas of expertise include Latin American cinema, visual culture, critical theory, and 19th-20th Latin American literature.

¡Bienvenidos! Welcome!

Welcome to the Department of Global Studies and Languages' online M.A. in Spanish program. We look forward to working with you, and know that you will soon come to appreciate the strengths and specialties of our faculty members, the support of our staff, and the diverse talents and interests of your fellow graduate students. You will find a dedicated faculty that is deeply invested in your success both in and outside the classroom. We look forward to working with you on all aspects of your intellectual development. It is our sincere hope that you feel welcome to reach out to faculty to discuss ideas and engage with academic material throughout your academic journey.

We hope that your studies in our department will be both challenging and rewarding for you and look forward to working closely with you to make this experience a rich and valuable one.

Graduate study in Spanish Idaho State University, 2019 – present

Idaho State University offers an online **M.A. in Spanish**. While all courses are offered online, some courses include a synchronous (real time) meeting component via teleconferencing (such as ZOOM) to provide students an opportunity to engage with and discuss course material with each other and department faculty. The required course sequence will prepare students for reading, writing and speaking at the Graduate level, and will provide structured coverage of many texts on the M.A. reading list. After completing the required course work, students may choose nine (9) credits of elective at the 66xx level, which allows them to delve into a particular area of interest. Students who have completed graduate level coursework prior to acceptance into the ISU online M.A. in Spanish program may petition to have up to nine (9) credits of graduate level course work accepted. To familiarize yourself with the Graduate School's transfer of credit policies, go here [Transfer of Credits](#).

As our program is online, we do not regularly offer teaching assistantships. However, the M.A. program in Spanish has striven to be affordable by establishing a set program fee for all students, whether in or out of state, which includes a reduced per credit hour cost. For information on student financial aid, go to the ISU [Student Financial Aid](#) portal.

NOTE: The requirements, regulations, and procedures established by the Department of Global Studies and Languages and the Idaho State University Graduate School apply to all students in the M.A. in Spanish program. Please take the time to familiarize yourself with Graduate School regulations, policies, and procedures: [ISU GRADUATE SCHOOL](#).

ADA Statement

The Graduate Program in Spanish involves a range of activities, in an online classroom setting, which may include synchronous and asynchronous elements. In addition to independent reading and writing; timed, written exams; in-depth research projects; and an Oral Defense, program requirements may include the use of a variety of online resources and tools, such as Moodle, ZOOM, Google Classroom, YouTube, and Quizlet. The Department of Global Studies and Languages is committed to working with all graduate students to help them reach their potential in all of the components of the graduate degree. A student who has a disability that could affect performance of any component of the degree should contact both the Director of Graduate Studies in Spanish and [ISU Disability Services](#) at (208) 282-3599 upon being accepted into the M.A. program to document needs and to establish a plan for any necessary services or accommodations. Disability Services determines what accommodations are appropriate in collaboration with the student, and facilitates the implementation of those measures, as well as providing guidance to faculty. We assure you that the faculty and staff in the department are committed to dealing sensitively and confidentially with all student needs. However, a disability is a private matter and students are never obligated or required to disclose it to Department members.

Prerequisites and Application Process

The M.A. in Spanish accepts applications for fall, spring, and summer sessions. All application materials, information, and deadlines are here: [Application to Graduate Programs](#). If you need assistance or have questions regarding the application process, please email gradschool@isu.edu or call (208) 282-2150.

- All applicants need to complete and submit an application and pay the application fee.
- The M.A. in Spanish program does **not** require the GRE.
- Applicants send official transcript(s) of all academic work to the Office of Graduate Admissions at Idaho State University. Students may upload unofficial transcripts to the application while they wait for official transcripts to arrive.
- Applicants upload a statement of intent written in the Spanish language (1.5-2.5 pgs.). Students seeking admission to the program who do not have a B.A. major in Spanish should address their experience with the language in the letter of intent.
- Applicants must provide e-mails of three (3) references, preferably from professors or others who are familiar with their academic qualifications. These recommenders will submit a letter of recommendation electronically.
- International students should contact the [International Students](#) Graduate School portal for a list of additional required materials.

The Statement of Intent/Interest by Applicants to the M.A. program

All applicants to the M.A. program in Spanish must submit a narrative statement of intent. This document is one of the most important components of the application and should be prepared thoughtfully and in the Spanish language. The letter of intent/interest should include a description of their undergraduate studies in Spanish or related areas – including pertinent experience with the language if the applicant does not have an undergraduate degree in Spanish – any additional experiences which bear on their qualifications or interest in graduate studies, and a clear indication of the reasons for pursuing a graduate degree. Applicants should indicate why they have chosen Idaho State University's MA in Spanish and should outline their future career plans in as much detail as possible. The M.A. is a professional degree, and applicants need to indicate why they are qualified to undertake this professional training and how they intend to use it in the future.

Mentors, Supervisors, and Registration

Students' first contact within the program will be the Graduate Program Director who will assist them with the application process, provide program information, and explain registration processes. The program director will also assist the student in the completion of any petitions for transfer of credit. Students must submit such petitions in the first academic year of study in the M.A. in Spanish program. The program director will then assign an advisor to each student based on the areas of interest described in the student's letter of intent. Students should take the initiative to develop a strong relationship with their advisor and to look for different types of mentoring from a variety of faculty and peers in the program. A student may later choose another faculty advisor. For M.A. students, among other things, the advisor will assist the student with planning a course of studies and with the selection of courses for each semester. All students receive a *Program of Studies* form that they should update each semester to keep track of the classes taken and those that they need to take.

Students may pursue their studies as either full time or part-time students. A full-time student is a student enrolled for nine (9) graduate credit hours per semester. We do **not** recommend that students take more than nine (9) credits of graduate courses. Non-traditional students seeking to balance their current professional obligations and graduate studies should consult with an advisor in order to create a schedule that balances demands on their time. Students who wish to enroll in more than nine (9) credits of academic work must obtain written permission from their advisor and from the graduate program director. Note that you are welcome to take additional credits without asking permission IF that fourth class is a personal development class (e.g. music, dance, yoga, swimming, meditation, etc.).

What Grades Mean at the Graduate Level

Graduate Students in the M.A. in Spanish program must maintain a 3.0 cumulative grade average. Students falling below this standard for the first time must create a remediation plan with the student's advisor and with the graduate program director. Students falling below this standard a second time face dismissal from the program.

Grade of A: A grade of "A" or "A-" in a graduate course indicates consistently strong and outstanding achievement. A student earning an "A" has exceeded all course requirements by the skill and originality of their written and oral work.

Grade of B: A grade in the "B" range (B+, B, or B-) in a graduate course indicates adequate completion of course requirements but may also indicate work that has potential greater than the final product demonstrates.

Grade of C: In accordance with the *Graduate Catalog*, a grade of C+ or lower is essentially failing at the graduate level. The M.A. program will release students who receive more than two (2) "C" grades. Students should make every effort to avoid such a grade. All program faculty are committed to student success. If you are encountering difficulties in a course, please contact the course professor and your advisor to create a plan of action.

Grade of X: An "X" Grade is an "unearned 'F'" and, therefore, will be treated in the same way as a grade in the "C" range or below.

Grade of Incomplete: Once in a great while, students cannot complete the work for a graduate course. In order to make progress toward the degree, it is important that they finish their coursework in a timely way. For this reason, any student seeking an incomplete (INC) must first fill out an incomplete grade contract with the course instructor and must complete any work for the grade of INC within one (1) year. After one year, if the grade of INC has not been changed, the INC will become a permanent "F". Students should consult the policy on Incompletes in the *Graduate Catalog*.

Petitions: Transfer of Graduate Credit

Transferring Graduate Courses

The ISU graduate School may accept a maximum of nine (9) transfer credits. For ISU Graduate School Policy transfer of credits, see [Transfer of Credit](#). If a student wishes ISU to accept graduate level courses completed at another institution, the student must complete a petition during the first academic year of study in the M.A. program. Please speak to the graduate program director or to your advisor if you wish to complete a credit transfer petition. The M.A. in Spanish program will not accept a transfer course in which the student has earned a grade lower than "B".

IS (Independent Study / Problems courses, SPAN 6680)

Independent study or problems courses are for exceptional cases of students who have exhausted all normal course offerings in a given area and who wish to pursue an advanced topic. Under no circumstances will an independent study/problems course take the place of a normally offered course taught in another semester. Each student in the M.A. in Spanish program may take a maximum of **nine (9) hours** of independent study/problems courses as part of their M.A. program of study at Idaho State University.

Academic Honesty Policy

The expectation of the M.A. program in Spanish, as well as Department and University officials, is that students will do their own work, and demonstrate respect for the work of others by appropriately recognizing, citing and/or following fair use guidelines for any and all materials and work produced throughout the graduate program. It is furthermore expected that Graduate students are familiar with the standards and procedures for the production of ethical academic work, including how to properly use a standardized citation style, such as MLA or APA.

The online context requires a particular level of student awareness of and responsibility to Academic Honesty standards. Faculty will advise students about parameters for assessments and assignments throughout the program, but it is essential that students be aware of and follow guidelines for exams, such as only utilizing explicitly approved materials. It is likewise of the utmost importance that learners respect intellectual property by asking, or receiving explicit permission before reusing academic materials such as PowerPoints, lectures, assignment sheets, and quiz or test questions for any purpose outside of the class itself.

Students desiring additional information about the standards of Academic Honesty and proper citation and reference documentation are highly encouraged to approach the Program Director, and/or their Graduate Advisor for information and resources.

Examples of Academic Dishonesty may be, but are not limited to:

- Plagiarism
- Fabrication or Falsification
- Cheating
- Academic Misconduct
- Unauthorized uploading or sharing

We hope and expect that measures to remediate academic dishonesty in our program will never be necessary. However, in cases in which a student or group of students violate the Academic Honesty standards upheld by the Spanish program, the Department of Global Studies and Languages, and/or Idaho State University, the following protocol will be followed:

- The Graduate Program Director and/or Department Chair will be made aware of the violation.
- A meeting will be scheduled between the parties involved and the Graduate Program Director and/or Department Chair to discuss the incident and explain the procedure to be followed to address the incident.
- Most violations will be reported to the Idaho State University Graduate School for evaluation by the Graduate School Advisory Committee.
- Depending upon circumstances, outcomes of such incidents may range from a failing grade on an assignment or in a course to academic probation to expulsion from the M.A. program and university.

For additional detail regarding institutional policies and procedures related to Academic Dishonesty in the Graduate program, see: <http://coursecat.isu.edu/graduate/generalinfoandpolicies/academicdishonesty/>

The M.A. in Spanish: Degree Description and Graduation Requirements

The M.A. in Spanish program requires the following of ALL students:

- 30 credits of coursework at the graduate level
 - 21 credits of required coursework
 - 9 credits of elective at the 66xx level
- A minimal score of Advanced Low on the OPI
- A PASS on all sections of the Comprehensive Exams
- A PASS on the Capstone Project and Defense.

Required Courses	Title	Credits
SPAN 5500	Advanced Grammar	3 cr.
SPAN 5501	Advanced Discourse	3 cr.
SPAN 5541	Advanced Peninsular Survey	3 cr.
Or Span 5542	Advanced Latin American Survey	3 cr.
LANG 5537	Teaching of Foreign Languages	3 cr.
SPAN 5545	Critical Theory	3 cr.
SPAN 6690	Spanish Graduate Seminar	3 cr.
Elective Courses 9 credits at 66xx level ¹	6675, 6690, 6699	9 cr.
SPAN 6695	Capstone (final semester)	3 cr.
Additional requirements	Timeline	Expected outcome
ACTFL Oral Proficiency Exam	At any time during graduate study. Must be completed in the semester before graduation	Advanced Low proficiency
Written Comprehensive Exams	At the end of coursework. Must be completed at least 10 business days before the Drop/Add date for the Capstone project semester. Students will receive written feedback and their Written Exam score within 10 business days of exam completion.	The two (2) faculty testers must agree that the student receives a passing score on all Written Exam questions for the exam to be passed.
Capstone Project and defense	To be proposed and approved BEFORE the final semester of study. To be completed during the final semester of study in the Capstone course. To be submitted to the committee with the approval of the student's graduate advisor at least 10 days before the Oral Defense.	The Capstone Project will be submitted to the committee with the approval of the student's graduate advisor at least 10 days before the Capstone defense. At the Capstone Defense, 2/3 members of the committee must determine that the Capstone project and defense merit a passing score in order for the student to successfully pass the defense.

¹ **If a student has previously taken a survey at the 5000 level, it may not be repeated for credit as a 6000-level elective.*

1. Coursework

Students must complete all required coursework. A grade of “C” or lower in two (2) courses will result in dismissal from the program. Students wishing to petition the ISU graduate school to accept transfer credits must complete the petition process in the first academic year in the M.A. program. IS courses may not replace regularly scheduled required courses. Please consult with your advisor before registration. Students complete all coursework before a student taking the M.A. exams. Students may take the M.A. exams in the same semester as they complete the Capstone Project.

Spanish M.A. Course Rotation

The M.A. program will offer required and elective courses on the following schedule. Please go here for important dates and deadlines: [Registration Dates and Deadlines](#). The program generally caps enrollment at 10-12 students per graduate course. If a student needs a particular class, the student should register as soon as registration begins to get a seat in the desired course. M.A. in Spanish students do not pay additional E-ISU fees. Prompt registration allows for prompt removal of those fees from student accounts. Program faculty inform the university as to which students need fees removed from their accounts.

Fall (August to December)

SPAN 5501	Advanced Discourse
SPAN 5541 OR 5542 (alternate years)	Peninsular or Latin American survey
SPAN elective 6675 or 6690	Elective at 66xx level or 6690
<i>*If a student has previously taken a survey at the 5000 level, it may not be repeated for credit as a 6000 level elective.</i>	
SPAN 6695	Capstone

Spring (January to May)

SPAN 5500	Advanced Grammar
SPAN 5545	Critical Theory
LANG 5537	Teaching of Foreign Language
SPAN Elective	Elective course at 66xx level
SPAN 6695	Capstone

Summer (May to August)

SPAN 6675 or SPAN 6690	Elective course at 66xx level or 6690
SPAN 6695	Capstone

NOTE: Summer session courses may be offered on 4, 6, or 8-week schedules. Please read the course description on the course schedule carefully as you plan your summer studies. The Idaho State University dynamic schedule is located here: https://ssb.isu.edu/bprod/bwckschd.p_disp_dyn_sched

2. OPI (ACTFL Oral Proficiency Interview)

Students will take the ACTFL OPI Exam in Spanish any time **before sitting for their exams** and will achieve an Advanced-Low rating to graduate with an M.A. in Spanish. If the required score is not achieved on the first attempt, the student should work with an advisor to create a plan of remediation. Students may re-take the OPI after completion of the remediation plan. Students may take the OPI at any time but must take it in the semester before graduation. Students who have already taken the OPI and earned the required score before admission into the M.A. program may submit an OFFICIAL copy of the OPI certificate to the graduate program director.

3. The M.A. Comprehensive Exams

Purpose: The M.A. Comprehensive Exams represent the culmination of graduate coursework at the master's level, and serves as a measure of the student's ability to synthesize a significant body of knowledge in a coherent fashion. It is the expectation of the faculty that students who have performed well in their classes and who have adequately assimilated the materials on the reading lists should have no difficulty in passing the examinations.

Structure: The examination questions, usually six (6) in number, reflect the reading list and coursework. Students may choose three (3) sections of the M.A. reading list on which to be tested. The student and advisor will set the date of the Comprehensive Exams and establish the exam committee.

Students receive the exam questions via email and will have **5 working days** to answer the questions **in Spanish** and to return the typed, 12- point font, double-spaced exam to the graduate program director. Students may use texts, class notes, and other materials to complete their exams. However, students **MUST** appropriately cite any information used from sources.

Note on Academic Honesty: Students must not plagiarize any portion of their exams. If a student chooses to use sources to complete the exam, the student must completely document EVERY source. The department submits all M.A. exams to online search software designed to detect plagiarism. ANY instance of plagiarism will result in a "FAIL" grade for the M.A. Exam in its entirety. The program will drop students failing the exam due to academic dishonesty and those students will not earn the M.A. in Spanish.

Content and preparation: Faculty members structure the exam to reflect the reading lists and not necessarily any specific combination of courses, although faculty do cover reading list items in their classes. However, it is inevitable that portions of the exams will treat some material included in the M.A. Reading List but not covered in a specific course. Students have full responsibility for reading and assimilating the material on the reading lists and for systematically preparing themselves for the Comprehensive Exams.

Grading: Two (2) faculty who represent the areas of specialization of the sections of the reading list being tested will evaluate the exams, and will assign a score to each question. The preponderance of evidence from both graders will be used to determine the score for each question, and the exam's overall score. Possible exam grades are "Pass with Distinction", "Pass," "Low Pass" and "No Pass" for each section. Students will receive a score and composite written feedback from faculty readers within ten (10) working days of submitting the Comprehensive Exams.

If a student has received a passing score on all questions, they have passed the Comprehensive Exams, and can proceed with the Capstone project and defense.

If a student has passed a minimum of 70% of the exam, they will be allowed scheduled for a 30-minute oral defense in Spanish with the two faculty who administered their exam within ten (10) working days of receiving their exam score, at which time they will respond to questions related to questions that did not receive a passing score on the written exam. At the written exam oral defense, the student is expected to demonstrate assimilation of and a carefully researched and prepared response to faculty written feedback. They must achieve a passing score on any questions not passed during the written exam in order to successfully pass the Comprehensive Exams. Students unable to attain a passing score in the oral defense will be released from the program, and will not complete the Capstone project or Capstone defense

If the student passes fewer than 70% of the questions on the written Comprehensive Exams, the student is required to wait one academic semester before re-taking all sections of the Exam. Students may re-take exams only one (1) time. Failure to pass the examinations after the second attempt leads to dismissal from the graduate program.

Scheduling: In order to be qualified for the Comprehensive Exams, a student **must** be registered for *at least one (1) credit hour at the graduate level during the semester in which the exam is taken*. The student may not be on academic probation and **must have an approved Final Program of Studies form on file** by the beginning of the semester **before** the semester in which the student plans to take the exams. All students must **print the Final Program of Studies form**, complete it, and submit it to the Graduate Advisor (who will forward these forms to the Office of Graduate Studies) **at the beginning of the semester prior to the Comprehensive Exams**. Failure to submit these forms in the preceding semester **will result in a delay of program completion and graduation**. We suggest that each student download a copy of the M.A. Program of Study form and updates it each semester to keep track of work completed and work to be completed. Please take the time inform yourself about Graduate School deadlines.

Students may schedule and take the M.A. Comprehensive Exams in the fall, spring, or summer semester, but it must be taken after all coursework has been completed, or during the final semester of coursework. The student **must complete the written Comprehensive Exams at least 14 days before the Drop/Add deadline in the semester in which they intend to complete Capstone Project**, as eligibility for the presentation of the Capstone Project and Oral Defense is contingent upon a successful outcome on the Comprehensive Exams. Be aware that faculty are often off contract in the summer session, so students wishing to take the M.A. exams in the summer session need to verify faculty availability to read the completed exams and review completed projects. Students are encouraged to take the necessary precautions against disk failures and other technical mishaps.

4. Capstone Project and Defense

Capstone Project:

During the first three to four (3-4) semesters of coursework, students work closely with graduate faculty to create a Capstone Project proposal integrating professional goals and displaying student achievement. The Capstone Project will be proposed by completing the Capstone Project Declaration Form (*see appendix*), and must be approved by the Graduate advisor before the start of the final semester of study. **The student must take and pass the Comprehensive Exams prior to their Capstone course**. Once Comprehensive Exams have been passed, and the Capstone Project proposal has been approved, students register for the Capstone course during which they complete a research project that integrates their professional aspirations and their Spanish coursework. The Capstone Project is intentionally flexible, and might be in the form of a literary thesis, or curriculum design, or in the form of a portfolio of work, but must demonstrate academic rigor, and integrate M.A. coursework, readings and theory in a rigorous way. Upon completion of the Capstone Project, the student and advisor will set a date for the oral presentation and defense of the Capstone Project. Please check the Graduate School webpage for defense deadlines for on time graduation.

Oral Defense

Purpose: The Oral Defense is the concluding event in the M.A. program, during which the student will demonstrate the capacity to professionally present their own research before an audience of other scholars.

Content and preparation:

Students will work closely with their graduate advisor or selected faculty mentor on the Capstone Project from conception to defense. The presentation of the project should be discussed by the faculty guide and the student toward the conclusion of the project's development. In addition, students will have presented work throughout their time in the graduate program. Therefore, students who have diligently prepared their Capstone Project, and whose work has been reviewed and approved by their faculty advisor or mentor should proudly and confidently present their work to the committee.

Structure: A three (3) member committee consisting of the student's advisor, one (1) additional faculty member from the Spanish program, and one (1) Graduate Faculty Reader will conduct the examination. The M.A. candidate will present their Capstone Project, after which they will field any questions from the committee about the project.

At the conclusion of the defense, the candidate will be asked to leave the room so that faculty can discuss the exam and reach a consensus regarding the outcome. The M.A. candidate will then be invited to return, and the outcome of the exam will be shared with the M.A. candidate.

Scheduling: Students may schedule the Capstone project Defense in fall, spring, or summer semester, but **it must be taken after**, and **should be taken within one (1) semester of completion of the written**

Comprehensive Exams. Be aware that faculty are often off contract in the summer session, so students wishing to do their Oral Defense in the summer session need to verify faculty availability to read the completed exams and review completed projects.

Grading: Students will achieve a score of "Pass with Distinction", "Pass", "Low Pass" or "No Pass" on the Capstone Project and Oral Defense.

During a brief post-presentation committee discussion, faculty will determine the overall outcome of the student's Oral Defense by compiling the outcome of the Comprehensive Exams defense, and the outcome of the Capstone Project presentation. Faculty will report a grade of "Pass with Distinction" to the Office of Graduate Studies when all faculty members rate all sections of the defense as "High Pass."

M.A. Exam Evaluation Rubric

PASS WITH DISTINCTION: This exam overall exceeds expectations for this level of graduate studies. The answers receiving this designation have the following characteristics:

- are written in Spanish that exceeds expectations (OPI Advanced Low)
- all parts of the question are answered thoroughly
- answers present the ideas in a well-organized essay
- essays express sophisticated ideas in highly articulate language
- answers demonstrate a Comprehensive understanding of the M.A. reading list and, when relevant to the question asked, demonstrates a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written.

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

- are written in Spanish that fully meets expectations (OPI Advanced Low)
- address all parts of the question asked
- present the ideas in an organized essay
- express ideas in articulate language
- demonstrates a full understanding of the M.A. reading list and, when relevant to the question asked, demonstrates a thorough understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical and/or cultural context in which they were written
- may have some extraneous or erroneous material, which does not detract from the overall quality of the essay

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

- are written in Spanish meets expectations overall (OPI Advanced Low)
- address the main point of the question asked
- demonstrate an understanding of the M.A. reading list and, when relevant to the question asked, demonstrates an some understanding of how the readings relate to one another and to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may have extraneous or erroneous material that detracts from the overall quality of the essay

NO PASS: This exam overall fails to meet the expectations for this level of graduate studies. The answers receiving the designation do one or more of the following:

- are written in Spanish does not meet overall expectations, or are not written in Spanish (does not meet Advanced Low standard)
- fail to provide an appropriate, relevant response to the question asked
- fail to demonstrate an adequate understanding of the M.A. reading list and, when relevant to the question asked, fails to demonstrate how the readings relate to one another or how the readings relate to the intellectual, scholarly, literary, social, historical, and/or cultural context in which they were written
- may consist primarily of summaries of the readings

Capstone Project and Oral Defense Evaluation Rubric

PASS WITH DISTINCTION: This defense overall exceeds expectations for this level of graduate studies. Oral Defenses receiving this designation have the following characteristics:

- Capstone Project presentation demonstrates extensive knowledge of the subject matter being presented, and thorough research and rigorous preparation on the part of the student
- the submitted project is professionally polished and organized
- the project presents sophisticated or innovative ideas elegantly
- the presentation of the project is highly articulate
- committee questions related to the project are answered thoroughly
- responses to questions demonstrate the student's ability to synthesize information from various aspects of their graduate study elegantly

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

- Capstone Project presentation demonstrates knowledge of the subject matter being presented, and sufficient research and preparation on the part of the student
- the submitted project is generally polished and organized
- the project presents ideas clearly
- the presentation of the project is generally articulate
- committee questions related to the project are answered satisfactorily
- responses to questions demonstrate the student's ability to integrate information from various aspects of their graduate study

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

- Capstone Project presentation demonstrates some knowledge of the subject matter being presented, but slightly insufficient research or preparation on the part of the student
- the submitted project is coherently organized, but may require further organization or lack editing
- the project presents idea which are generally coherent and cohesive
- the presentation of the project is coherent and generally cohesive, but may lack sufficient development, or include superfluous information
- responses to some committee questions may be partial or underdeveloped
- responses to questions demonstrate the student's knowledge from various aspects of their graduate study, though integration of that information into their project or presentation may be partial or underdeveloped

NO PASS: This exam overall fails to meet the expectations for this level of graduate studies. The Oral Defense receiving the designation does one or more of the following:

- Capstone Project presentation fails to demonstrate acceptable knowledge of the subject matter being presented
- the submitted project fails to meet minimum standards for organization and development
- the project lacks acceptable coherence and cohesiveness
- the presentation of the project lacks an acceptable level of coherence or cohesiveness
- the student is unable to respond to faculty questions about the project adequately
- responses to questions fail to demonstrate how knowledge gained during the graduate program meaningfully relates to the project being presented

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

Approved on February 6, 2020

M.A. Reading List: Hispanic Literature (2019-present)

SPANISH LITERATURE I

Medieval Spain

- Anónimo, *Poema de mio Cid*
- Anónimo, *Auto de los Reyes Magos*
- Alfonso el sabio, *Historia general*
- Alfonso El Sabio, *Las cantigas de Santa María*
- Gonzalo de Berceo, *Milagros de Nuestra Señora*
- Anónimo, *La Vida de Santa María egipcíaca*
- Don Juan Manuel, *Libro de los enxiemplos del Conde Lucanor et de Patronio*
- Juan Ruíz, *Libro de buen amor*
- Leonor López de Córdoba, *Memorias*
- Teresa de Cartagena, *Arboleda de los enfermos*
- Teresa de Cartagena, *Admiración operum de*
- Diego de San Pedro, *Cárcel de amor*
- Alfonso Martínez de Toledo, *Corbacho dei*
- Fernando de Rojas, *Celestina*
- Jorge Manrique, "Coplas por la muerte de su padre"
- Mercedes Díaz Roig editor (Cátedra): *El romancero viejo (selections): Seducción de la Cava; La venganza de don Julián; Visión del rey Rodrigo; La derrota de don Rodrigo; La penitencia de don Rodrigo; Del Cid Ruy Díaz [Cabalgada Diego Laínez; Del Cid Ruy Díaz [A fuera . . .]; Del rey don Sancho de Castilla; Reto de los caballeros zamoranos; Del desafío de Ortuño; Del juramento que tomó el Cid al rey don Alonso).*

Siglo de Oro (renacimiento y barroco)

Prose

- Garcí Rodríguez de Montalvo, *Amadís de Gaula*, Book I and Book IV
- Anónimo, *Lazarillo de Tormes*
- Miguel de Cervantes Saavedra, *Don Quijote de la Mancha*, 2 vols., I (1605) and II (1615)
- Lope de Vega, *Arte nuevo de hacer comedias en este tiempo*
- María de Zayas y Sotomayor, *Desengaños amorosos*
- Santa Teresa de Ávila, *Libro de su vida*
- Santa Teresa de Ávila, *Castillo Interior*
- Francisco de Quevedo, *Historia de la vida del Buscón, llamado Don Pablos, ejemplo de vagamundos y espejo de tacaños*

Theatre

- Lope de Vega, *Fuente Ovejuna*
- Tirso de Molina, *El burlador de Sevilla*
- Pedro Calderón de la Barca. *La vida es sueño*
- Ana Caro de Mellen, *Valor, agravio, y mujer*
-

- Teresa Scott Soufas, *Women's Acts: Plays by Women Dramatists of Spain's Golden Age*

Poetry

- Elias Rivers (ed), *Renaissance and Baroque Poetry of Spain*
- Garcilaso de la Vega, sonetos: 1, 4, 10, 11, 14, 23, 29, 32, égloga: 3
- Fray Luis de León, "Vida retirada," odas: 3 ("A Francisco Salinas"), 7 ("Profecía del Tajo")
- San Juan de la Cruz, "Noche oscura," "Llama de amor viva"
- Luis de Góngora, sonetos: 53, 69, 103, 109, 165, 166; "Fábula de Polifemo y Galatea"
- Lope de Vega, Rimas humanas: 1, 14, 71, 78, 191; Rimas sacras: 1; "Soneto de repente."
- Francisco de Quevedo, poemas: 2, 3, 29, 336, 337, 464, 522.

SPANISH LITERATURE II:

Eighteenth and Nineteenth-Century Spain

Poetry –

- J. Polt, ed. *Poesía del siglo XVIII*. Madrid: Castalia (selección de autores). –
- G.A. Bécquer. *Rimas*. Madrid: Castalia.
- *Poesía del siglo XIX*. Madrid: Cátedra. (selección de autores).

Prose

- Feijoo. *Teatro crítico universal*. Madrid: Cátedra.
- Diego de Torres Villarroel. *Vida*. Madrid: Castalia.
- José Cadalso. *Cartas marruecas*. Madrid: Cátedra. –
- G.A. Bécquer. *Leyendas*. Barcelona: Crítica.
- Mariano José de Larra. *Artículos varios*. Madrid: Castalia.
- Cecilia Böhl de Faber (Fernán Caballero). *La gaviota*. Madrid: Castalia.
- Leopoldo Alas. *La Regenta*. Madrid: Castalia
- Benito Pérez Galdós. *La de Bringas*. Madrid: Cátedra.

Twentieth-Century Spain

Poetry

- Jaime Gil de Biedma. *Las personas del verbo*. Barcelona: Seix Barral
- Rafael Alberti. *Sobre los ángeles*. Madrid: Cátedra. –
- *Antología de la poesía española del siglo XX*. 2 vols. Madrid: Castalia.
- Luis García Montero. *Habitaciones separadas. La generación de '27*. Cátedra.
- *Nueve novísimos poetas españoles*: Península
- Manuel Rivas. *A desaparición da neve: Alfaguarra*

Prose

- Pío Baroja. *Camino de perfección*. Madrid: Cátedra.
- Miguel de Unamuno. *Niebla*. Madrid: Cátedra.
- José Ortega y Gasset. *La deshumanización del arte*. Madrid: Revista de Occidente.
- Juan Goytisolo. *Señas de identidad*. Barcelona: Seix Barral.
- Carmen Martín Gaité. *El cuarto de atrás*. Barcelona: Destino.
- Rosa Chacel. *Estación. Ida y vuelta*. Madrid: Cátedra.

- Benito Pérez Galdós. *Lo prohibido*. Madrid: Castalia.
- *El cuento español del siglo XIX*. Barcelona: Crítica.
- Juan Valera. *Pepita Jiménez*. Barcelona: PPU.
- Emilia Pardo Bazán. *Insolación*. Barcelona: Mondadori.

Theater

- Leandro Fernández de Moratín. *El sí de las niñas*. Barcelona: Crítica.
- José de Zorrilla. *Don Juan Tenorio*. Madrid: Castalia.
- Duque de Rivas. *Don Álvaro, o la fuerza del sino*. Barcelona: Crítica. –
- José Echegaray. *El gran galeoto*. Madrid: Castalia.

Art

- Francisco de Goya. *Los Caprichos*. Nueva York: Dover

- Manuel Vázquez Montalbán. *Tatuaje*. Barcelona: Planeta.
- Almudena Grandes. *Las edades de Lulú*. Barcelona: Tusquets.
- Luis Martín-Santos. *Tiempo de silencio*. Barcelona: Seix Barral.
- Juan Marsé. *Últimas tardes con Teresa*. Barcelona: Seix Barral.
- Javier Cercas *Soldados de Salamina*
- Carmen Martín Gaité. *El cuarto de atrás*
- José Camilo Cela, *La familia de Pascual Duarte*.

Theater

- Federico García Lorca. *Bodas de sangre*. Madrid: Alianza.
- Ramón Valle-Inclán. *Luces de bohemia*. Madrid: Espasa-Calpe.
- Miguel Mihura. *Tres sombreros de copa*. Madrid: Cátedra.
- Alfonso Sastre. *Escuadra hacia la muerte*. Madrid: Castalia.
- Buero Vallejo. *Historia de una escalera*.

Art

- Luis Buñuel. *Viridiana*.
- Pablo Picasso. *"Guernika"*.

LATIN AMERICAN LITERATURE: I

Colonial, eighteenth and nineteenth-century Latin America

Poetry

- Anónimo, Visión de los vencidos. [Miguel León Portilla, ed.]
- Ercilla y Zúñiga, Alonso de. *La araucana*.
- de la Cruz, Sor Juana Inés (*selected works*). Sor Juana Inés de la Cruz, selections of poetry from the Chang-Rodríguez anthology
- José María Heredia, "En el teocalli de Cholula" and "Niágara"
- Hernández, José. *Martín Fierro*

Crónica, Narrative, Essay

- Bolívar, "Carta de Jamaica" and "Congreso de Angostura"
- Cabeza de Vaca, Alvar Núñez. *Naufragios*.
- Carrió de la Vandra. *El lazarrillo de ciegos caminantes*.
- Colón, Cristobal. "Diario del primer viaje."
- Cortés, Hernán. "Segunda carta de relación."
- de la Cruz, Sor Juana Inés. *La respuesta/The Answer*.
- de la Vega, el Inca Garcilaso. *Comentarios reales*. Primera parte: libros 1, 2, 7, 8, 9. Segunda parte: libros 1 -4, 6 -8.

- Espinosa Medrano, Juan de – "El Lunarejo". *Apologético en favor de don Luis de Góngora*.
- Fernández de Lizardi, José J. *El periquillo sarniento*.
- Guaman Poma de Ayala, Felipe. *El primer nueva corónica y buen gobierno*. Dos secciones: "El buen gobierno" y "Los yndios".
- las Casas, Bartolomé de. *Brevisima relación de la destrucción de las Indias*.
- León Portilla, Miguel. *El reverso de la conquista: relaciones aztecas, mayas e incas*.
- Martí, José. *Nuestra América*. "El poeta Walt Whitman" (cualquier edición)
- Sarmiento, Domingo Faustino. *Facundo: civilización y barbarie*.
- Sigüenza y Góngora, Carlos. "Alboroto y motín en la Ciudad de México"
- Tristán, Flora. *Peregrinaciones de una paria*.

Theater

- de la Cruz, Sor Juana Inés "Los empeños de una casa,"

Nineteenth-century Latin America

Narrative, Essay, and Poetry

- Acosta de Samper, Soledad. *Laura*.
- Bello, Andrés. *Agricultura de la zona tórrida*.
- Bello, Andrés. "Introducción" de Gramática de la lengua castellana destinada al uso de los americanos.
- Carrasquilla, Tomás. *La marquesa de Yolombó*.
- Darío, Rubén. *Cantos de vida y esperanza*.
- Galván, Manuel de Jesús. *Enriquillo*.
- Gómez de Avellaneda, Gertrudis. *Sab*.
- Gorriti, Juana Manuela. "La hija del mazorquero" y "El lucero de manantial".
- Gutiérrez Najera, Manuel. "El arte y el materialismo", "Para entonces", "La duquesa de job", "Non omnis Moriar", "Hojas secas", "Madre naturaleza", "De blanco."
- Fernández de Lizardi, José J. *El periquillo sarniento*

- Hernández, José. *Martín Fierro*.
- Isaacs, Jorge. *María*.
- Machado de Assis, Joaquim Maria. *Memorias póstumas de Bras Cubas*.
- Mármol, José. *Amalia*.
- Martí, José. "Nuestra América" y "El poema de Niágara"
- Matto de Turner, Clorinda. *Aves sin nido*.
- Mera, Juan León. *Cumandá*.
- Rodó, José Enrique. *Ariel*.
- Rivera, José Eustasio. *La vorágine*.
- Sarmiento, Domingo Faustino. *Facundo: civilización y barbarie*.
- Silva, José Asunción. *De sobremesa*.

LATIN AMERICAN LITERATURE II:

Twentieth-century Latin America

LATIN AMERICAN LITERATURE II:

Twentieth-century Latin America

Poetry

- Burgos, Julia de. *Canción de la verdad sencilla*.
- Cardenal, Ernesto. *Antología poética*.
- Guillén, Nicolás. *Songo cosongo y otros poemas*.
- Mistral, Gabriela. *Tala*.
- Morejón, Nancy. *Mujer negra y otros poemas*.
- Neruda, Pablo. *Residencia en la tierra*.
- Palés Matos, Luis. *Tuntún de pasa y grifería: poemas afroantillanos*.
- Parra, Nicanor. *Poemas y antipoemas*.
- Paz, Octavio. *Piedra de sol*.
- Pizarnik, Alejandra. *Poesía completa*.
- Storni, Alfonsina. “Tú me quieres blanca”, “Peso ancestral”, “Hombre pequeño”, “La caricia perdida”, “Cuadros y ángulos”.
- Vallejo, César. *Trilce*.
- Vilariño, Idea. *Nocturnos*.

Prose

- Arguedas, José María. *El zorro de arriba, el zorro de abajo*.
- Arlt, Roberto. *Aguafuertes porteñas*.
- Azuela, Mariano. *Los de abajo*.
- Bolaño, Roberto. *La literatura nazi en América*.
- Bombal, María Luisa. *La última niebla*.
- Borges, Jorge Luis. “El jardín de los senderos que se bifurcan”, “La biblioteca de babel”, “El Aleph”, “Las ruinas circulares”, “Funes el memorioso”, “La muerte y la brújula”.
- Carpentier, Alejandro. *Los pasos perdidos*.
- Cortázar, Julio. “Continuidad de los parques”, “La casa tomada”, “La noche boca arriba”, “Axolotl”, “Bestiario”, “Las armas secretas”.
- Castellanos, Rosario. *Balún Canán*.
- Eltit, Diamela. *Los vigilantes*.
- Fuentes, Carlos. *Aura*.
- García Márquez, Gabriel. *Cien años de*

soledad y/o Monólogo de Isabel viendo llover en Macondo.

- Garro, Elena. *Los recuerdos del porvenir*.
- Icaza, Jorge. *Huasipungo*.
- Lispector, Clarice. *Un aprendizaje o el libro de los placeres*.
- Menchu, Rigoberta. *Me llamo Rigoberta Menchu y así me nació la conciencia*.
- Onetti, Juan Carlos. *Para una tumba sin nombre*.
- Peri-Rossi, Cristina. *Una pasión prohibida*.
- Piglia, Ricardo. *Respiración artificial*.
- Puig, Manuel. *El beso de la mujer araña*.
- Quiroga, Horacio. *Cuentos de amor, de locura y de muerte*.
- Ribeyro, Julio Ramón. “Ridder y el pisapapeles”, “Doblaje”, “La molicie”, “La solución”, “Mar fuera”, “Solo para fumadores”, “Interior ‘L’”.
- Rosero, Evelio. *Los ejércitos*.
- Rulfo, Juan. *Pedro Páramo*.
- Sábato, Ernesto. *El túnel*.
- Vargas Llosa, Mario. *La ciudad y los perros*.
- Zapata Olivella, Manuel. *Changó, el gran putas*.

Essay

- Galeano, Eduardo. *Las venas abiertas de América Latina*.
- García Canclini, Néstor. *Culturas híbridas: estrategias para entrar y salir de la modernidad*.
- Henríquez Ureña, Pedro. *Utopía de América*.
- Ortiz, Fernando. *Contrapunteo cubano del tabaco y el azúcar*.
- Paz, Octavio. *Los hijos del limo*.
- Vasconcelos, José. *La raza cósmica*.

Theater

- Gambaro, Griselda. *Decir sí*.
- Triana, José. *La noche de los asesinos*.

US LATINX LITERATURE

Historical context

- Martin, G. (Directora), & Tranchin, R. (Escritor). Guerra entre Estados Unidos y México, partes 1 y 2
- PBS, 500 Years of Latino History (6 part documentary series)

Prose and essay

- Álvarez, Julia. *How the García Girls Lost Their Accents*
- Anaya, Rudolfo. *Bless me, Ultima*
- Anzaldúa, Gloria. *Borderlands/La frontera: The New Mestiza*
- Arenas, Reinaldo. “El Portero”, *Antes que anochezca*
- Castillo, Ana. *So Far from God*
- Cisneros, Sandra. *The House on Mango Street*
- Díaz, Junot. *The brief wondrous life of Oscar Wao*.
- Fernández, Roberto G. *Raining Backwards*
- Ferré, Rosario. *Maldito Amor*
- Ferré, Rosario. *Papeles de Pandora*
- Rafael Sánchez, Luis. “La guagua aérea”
- Rivera, Tomás. *Y no se lo tragó la tierra*
- Rodríguez, Richard. *Hunger of Memory*.
- Sánchez, Erika L. *I Am Not Your Perfect Mexican Daughter*
- Santiago, Esmeralda. *When I Was Puerto Rican*
- García, Cristina. *Dreaming in Cuban*
- González, José Luis. “Una caja de plomo que no se podía abrir”
- González, Rodolfo “Corky”. *I am Joaquín*.
- Herrera, Yuri. *Signs Preceding the End of the World*
- Lalami, Laila. *The Moor’s Account*
- Luiselli, Valeria. *Tell Me How it Ends: An Essay in Forty Questions*
- Moraga, Cherríe. “La Güera
- Richard Montoya, et.al., *Culture Clash: Life, death and revolutionary comedy*
- Pérez Firmat, Gustavo. *Life on the Hyphen o Vidas en vilo*
- Seguín, Juan Nepomuceno. “Personal Memoirs of John N. Seguín from the year 1834-the retreat of General Wall from the City of San Antonio, 1842”
- Thomas, Piri. “Brothers Under the Skin” (de *Down These Mean Streets*)

Theater:

- López, Josefina. “The American Dream”
- Miguel Piñero, *Short Eyes*
- Dolores Prida, *Beautiful Señoritas*
- Valdez, Luis. *Zoot Suit* and “El soldado raso”

Poetry:

- Cervantes, Lorna Dee. (selected poems), “Refugee Ship”, “Poem For The Young White Man Who Asked Me How I, An Intelligent, Well-Read Person Could Believe In The War Between The Races”, “Oaxaca, 1974”
- Cisneros, Sandra. (selected poems): “You bring out the Mexican in Me”, “Original Sin”, “Las Girlfriends”
- Latiera, Tato. “AmeRican”, “Boricua” (de AmeRícan)
- Mora, Pat. (selected poems): “Legal Alien”, “Desert Women”, “Aztec Princess”
- Ortiz Cofer, Judith. “The Latin Deli” in *Silent Dancing, A partial Remembrance of a Puerto Rican Childhood*
- Paredes, Americo. “The Mexico-Texam”
- Pérez Firmat, Gustavo. “Bilingual Blues”, “Cubanita descubanizada”
- Villanueva, Tino. (selected poems), “Day Long-Day;” “Aquellos Vatos;” “Unción de palabras.”

Reference Materials for M.A. Exam Preparation

The following general list of works are references for students to guide preparation, but are not required for the Spanish M.A. exams.

Peninsular references

- Alan Deyermond. *Edad Media*
- Alborg, Juan Luis. *Historia de la literatura española* (3 volumes)
- Caso González, José. *Ilustración y Neoclasicismo*
- de la Concha, Victor G. *Época contemporánea: 1914-1939*
- Del Río, Angel. *Historia de la literatura española*
- Domingo Ynduráin. *Época contemporánea: 1939-1975*
- López Estrada, Francisco. *Siglos de oro: Renacimiento*
- Jones, R. *Literary History of Spain*
- Mainer, José Carlos. *Modernismo y '98*
- Rico, Francisco. *Historia y crítica de la literatura española* (8 volumes)
- Villanueva, Darío. *Los nuevos nombres: 1975-1999*
- Wardropper, Bruce. *Siglos de oro: Barroco*
- Iris M. Zavala. *Romanticismo y realismo*

Latin American and US Latinx references

- Adorno, Rolena. *The Polemics of Possession in Spanish American Narrative*. New Haven: Yale UP, 2007.
- Avelar, Idelber. *Untimely Present*
- Bauer, Ralph, and José A. Mazzotti, ed. *Creole Subjects in the Colonial Americas: Empires, Texts, Identities*. Chapel Hill: U of North Carolina P, 2009.
- Benítez Rojo, Antonio. *The Repeating Island*
- Beverley, John. *The postmodern Debate in Latin America*
- Castro-Klaren, Sara. *A Companion to Latin American Literature and Culture*. Malden, MA: Blackwell, 2008.
- Cornejo, Polar A. *Escribir en el aire: Ensayo sobre la heterogeneidad socio-cultural en las literaturas andinas*. Lima: Horizonte, 1994.
- Franco, Jean, *The Decline and Fall of the Lettered City: Latin America in the Cold War* (2002).
- Franco, Jean. *Plotting Women*
- González, Echevarría R, and Enrique Pupo-Walker, ed. *The Cambridge History of Latin American Literature*. Cambridge: Cambridge UP, 1996.
- Kanelles, Nicolás, ed. *Herencia: The Anthology of Hispanic Literature of the United States*
- Molloy, Sylvia. *Las letras de Borges*
- Oviedo, José Miguel. *Historia de la literatura hispanoamericana* (4 vols.)
- Quiroga, José. *Tropics of Desire*
- Rama, Angel. *La Ciudad Letrada*. Hanover: Ediciones del Norte, 1984.
- Restall, Matthew, and Kris E. Lane. *Latin America in Colonial Times*. Cambridge: Cambridge UP, 2011.
- Sommer, Doris. *Foundational Fictions: The National Romances of Latin America*. Berkeley: U of California P, 1991.
- Taylor, Diana: "Acts of Transfer", in *The Archive and the Repertoire: Performing Cultural Memory in the Americas* (2003)
- Unruh, Vicky. *Latin American Vanguard: The Art of Contentious Encounters* (1994)
- Valdés, Mario J. and Djelal Kadir, *Oxford Comparative History of Latin American Literary Cultures* (3 Vols. 2004)

Approved on February 6, 2020

The Final Program of Studies Form: M.A. in Spanish

Student Name:
 Student Address:
 Student ISU Email:

Student ID Number:
 Advisor:

Required Courses	Title	Credits	Grade	Semester completed
SPAN 5500	Advanced Grammar	3cr.		
SPAN 5501	Advanced Discourse	3cr		
SPAN 5541 Or Span 5542	Advanced Peninsular Survey OR Advanced Latin American Survey	3cr. 3 cr.		
LANG 5537	Teaching of Foreign Languages	3cr.		
SPAN 5545	Critical Theory	3cr.		
SPAN 6690	Spanish Graduate Seminar	3cr.		
SPAN 6695	Capstone	3cr.		
Elective Courses 9 credits at 66xx level	6675, 6690, 6699	9 cr.		
		3cr.		
		3cr.		
		3cr.		
OPI SCORE minimal score of Advanced Low:		YES	NO	
Comprehensive Exams successfully completed:		YES	NO	
Capstone and Defense completed:		YES	NO	
NOTES:				Total 55xx: Total 66xx: Total 77xx Total credits: _____

Faculty Advisor's Signature _____ Date:

Student's Signature _____ Date:

Chairperson's Signature _____ Date:

Graduate School Dean's Signature _____ Date:

Capstone Project Declaration Form

Students must complete the Capstone Project Declaration form the semester before taking the Capstone course. Please complete the following form, attach a copy of your project proposal, and return it to your faculty advisor and to the graduate program director.

Student's Name: _____

Proposed title of Project: _____

Date Approved: _____

Committee Members

Print names

Committee Signatures

Committee Chair

Committee Chair

Comments:

Format for Capstone Prospectus

Write your responses (2.0-3.0 pgs.) to these prompts and turn them in along with the *Capstone Project Declaration* form:

- **Purpose:** State your purpose clearly. Why is this project appropriate? Needed? How does it meld with your professional goals and objectives?
- **Methodology:** What methods of analysis will you use? What working hypotheses will inform these analyses? On what theories or best practices do you base your project?
- **Plan:** Outline the probable chapters, steps/stage with a brief summary of what is to be included in each. What are your goals for each section or for each part of the process?
- **Timetable:** Design a 6-, 12-, or 18-month feasibility projection indicating the progress of your research and writing as well as time for your committee to read and assess. Can you realistically complete this project in the time allotted?
- **Select Bibliography** (MLA style): no matter what your project is, you will always need to have completed background research to support your approach, methodology, or to support the need for your project. **not included in your page count.*