

Graduate Student Guide
for the
Master of Arts
in
Spanish



World Languages & Literatures
Department

WELCOME FROM THE CHAIR

Dear New Graduate Student:

I am pleased to welcome you to the M.A. Program in Spanish. As you know, graduate education requires a willingness to devote much time to your studies. As a graduate student you are experiencing, to an extent, some of the pressures you will confront in your career after graduation. What this means is that your years as a graduate student are not only providing you with an academic background; in addition, they train you to cope with pressure and to learn to make the best use of your time.

It is our sincere hope that all in our graduate program will, upon graduation, become productive members of our profession. We want our graduate students to have distinguished careers in the areas of teaching and research. Ours is, without a doubt, a wonderful profession, but it is one requiring much personal dedication to the attainment of excellence. Ours is a magnificent profession in that we interact with students in shaping their intellectual horizons and we make fundamental discoveries in our research that contribute to the better understanding of the Spanish and Spanish-American world. These activities, among others, make us a privileged group if we are willing to fulfill our responsibilities.

Allow me to conclude by once again welcoming you to our program. If I can facilitate your studies with us, please do not hesitate to contact me.

Cordially,

Dr. Verónica Añover
Department Chair



Dept. of World Languages & Literatures
Tel: (760) 750-4115

Fax: (760) 750-3120

WELCOME FROM THE GRADUATE COORDINATOR

Dear Incoming Student:

Congratulations on your acceptance into the Graduate Program in Spanish at CSU San Marcos! On behalf of the graduate faculty, I am delighted to welcome you as a new graduate student. You are well on your way toward becoming a vital member of our profession and a future colleague.

You should expect your program of studies to be academically stimulating, enriching and challenging. You will find that our courses offer a variety of critical and theoretical perspectives as well as an abundance of thematic concerns to help you decide about future professional endeavors.

Based on your prior academic achievements, we have every confidence in your ability to successfully complete your M.A. degree with our faculty, and urge you to take advantage of all the opportunities graduate studies provide for professional and intellectual growth. I especially encourage you to participate in and contribute fully to the intellectual life of the department and university.

Please feel free to consult with me at any time regarding your studies and, once again, a very cordial welcome.

Best regards,

Dr. Silvia Rolle-Rissetto
Graduate Coordinator & Advisor

Graduate Teaching / Testing Faculty Roster:



AÑOVER, Verónica (Associate Professor of French/Spanish): she holds a Ph.D. in French Literature with a Minor in Peninsular Spanish Literature from Florida State University. Her fields of interest are Contemporary French and Spanish Women Writers, Second Language Acquisition and creative writing. Her current research is centered on analyzing the bi-cultural discourses of Women Writers from Maghreb, (also known as “beurettes”), and on the oeuvre of the Spanish writer Lucía Etxebarria. She has co-authored a workbook in Spanish (*Plazas*) and a complete first year French program (*A vous!*) that comprises the textbook, the student activity manual, the test bank, the instructor’s manual and the video program. She is an enthusiastic educator whose passion for teaching has been reflected on several outstanding teacher awards, and several award nominations such as the President’s Award for Innovation in Teaching, and the prestigious Brakebill’s Award.

GEIGER, Marion (Assistant Professor of German/French): she holds a Ph.D. from John Hopkins University, Baltimore. Her thesis, entitled “Poetics of Illness. From Honoré de Balzac to Thomas Mann”, analyzes literary representations of illness in 19th and early 20th century French and German novels. (Reading literary and medical texts, she examines what meaning literature can historically give to sickness and how writing about illness becomes a way for novelist to reflect upon the rhetorical power of language). Marion’s fields of expertise include French, Francophone and German literatures and cultures, as well as Narrative and the Novel.

HUGHES, Michael (Assistant Professor of German/Spanish): he holds a Ph.D. in Linguistics from the University of California, San Diego. He also holds MA degrees from the University of California, Davis in German and in Applied Linguistics. His major areas of interest include Germanic and Hispanic linguistics, Mayan linguistics, language documentation and maintenance, linguistic morphology and syntax, and applied linguistics. His current major research endeavor involves a language documentation and maintenance program of Ixil, a Mayan language spoken in the northwest highlands of Guatemala. He has published journal articles on Estonian, German and Spanish morphology, and presented papers on a wide variety of linguistic topics at conferences.

Martín, Francisco J. (Professor of Spanish): he holds a Ph.D. from the University of Pennsylvania. His areas of scholarly interest include Spanish Medieval and Golden Age literature. Additionally, he has done research on rhetorics, and medieval legal codices. Major publications include scholarly editions of Bartolomé Jiménez Patón’s *Elocuencia española en arte*, and the *Fuero de Briviesca*. He has also published many articles, conference proceedings, reviews, and has given scholarly presentations at conferences worldwide. Since 1999, Dr. Martín has directed the CSUSM in Spain Program at the Universidad de Valladolid, Spain.

MILLER, Karina (Assistant Professor of Spanish): she will be receiving her doctoral degree in Latin American Literature from the University of California, Irvine. Her thesis, entitled *Violence and Representation: The Ethics of Excess and the Impossibility of the Community in Latin American*

Contemporary Writers analyzes how literary texts combine representations of violence with irony and black humor, how they incorporate, in a parodic way, the rhetoric of political discourses in order to create an alternative ethical writing, which eludes the representation of a community as a plenitude such as nation or people. Prof. Miller Karina completed the Critical Theory Emphasis at the Critical Theory Institute, in UCI. Her areas of interest are Latin American Contemporary Narrative and Critical Theory, especially the relation between ethics and politics.

RIBAS CASASAYAS, Alberto: (Assistant Professor of Spanish): he will be receiving his doctoral degree in Comparative Literature from Harvard University in 2007. His dissertation, "Haunting Contemporary Narrative," studies ghosts and other figures of historical trauma in the works of Juan Rulfo, Toni Morrison, Carlos Fuentes, Leslie Marmon Silko, and Martin Amis. He has published scholarship on Jorge Luis Borges and Carlos Fuentes. He has written a successful textbook on Hispanic civilization, *Descubrir España y Latinoamérica*, published by the Italian press CIDEB Editrice, currently in its third reprint. Alberto is working on the second edition, due to appear in 2008.

ROLLE-RISSETTO, Silvia (Associate Professor of Spanish & Graduate Coordinator): she holds a Ph.D. in Spanish from the University of California, Riverside. Her fields of expertise are Hispanic Poetry, Contemporary Peninsular Literature, Feminist Theories and Women's Writing; her minor fields are Contemporary Latin American Literature and Applied Linguistics. She has authored books on poetry (1997, *Fundamentos*; 2004 International Scholars Press), co-authored the *Plazas Lab Manual* (2000; 2004; 2007 Heinle Thompson), and is now working on a collection of her own poetry. She has also published numerous articles in her field, and has delivered over 30 papers at both national and international symposia. A scholar in Romance Languages, Dr. Rolle-Rissetto has also taught French and Italian language.

STROTHER, Darci L. (Professor of Spanish): her Ph.D. is from the University of California Irvine. Her primary area of scholarship is the theatre of Spain during the 16th and 17th centuries. In 1999, she published *Family Matters: A Study of On- and Off-Stage Marriage and Family Relations in Seventeenth-Century Spain*. Apart from numerous publications in the area of theatre, she has published articles and presented conference papers on poetry and narrative, as well as on pedagogy. Dr. Strother is currently the Theatre Review Editor for the scholarly journal, *Comedia Performance*.

Program Mission



The Program's mission is to raise the oral and written language skills of qualified students to an advanced academic level, as well as to provide them with a structured yet flexible program of study in Hispanic Literatures and Hispanic Linguistics. The Master of Arts in Spanish is designed to prepare students for further study at the doctoral level; for careers in teaching at the elementary, secondary, or community college level; or for positions in business, social services, international relations, government agencies, and other organizations in need of trained language specialists.

The Master of Arts in Spanish degree program allows students the choice of three areas of emphasis: Option A - Hispanic Literatures, Option B – Hispanic Languages and Linguistics, and Option C – Foreign Language Teaching. Regardless of the option selected, the student's academic experience will be characterized by classes of the highest quality, which encourage the development of critical thinking, an appreciation of multicultural perspectives, and articulate the different uses of the Spanish language. All students will receive ongoing faculty mentoring. Opportunities for guided and independent research, community involvement, and study abroad in a Spanish-speaking country are also available and an important aspect of the graduate student experience in this program.

Our campus' close proximity to the Mexican border, together with the large Spanish-speaking population in North San Diego County, makes our area a "living language laboratory" in which students can engage in first-hand study of the many linguistic and cultural aspects of native Spanish speakers. Students who wish to pursue teaching careers will benefit from the presence of the Barahona Center for the Study of Books in Spanish for Children and Adolescents, a special collection in the CSUSM library which houses over 20,000 books, periodicals, and other materials pertinent to teaching Spanish and Hispanic culture to young people. The university's commitment to multicultural and global awareness, coupled with the presence of an international group of faculty in the World Languages and Hispanic Literatures Department, will contribute to the student's process of learning, in this unique academic setting.

Admission Requirements:

Admission to the program requires a Bachelor's degree in Spanish from an accredited university. However, the student may be considered if he or she was granted a Bachelor's degree in a *closely related field*, provided he or she has completed a minimum of 21 upper-division courses in Spanish (equivalent to our 400-level courses) with a grade of B or higher. A comprehensive grade point average of not less than 3.0, and of 3.0 or higher in upper-division Spanish courses, is required for admission. All applicants must take the Graduate Record Examination (the general test only). While the test scores will be viewed in combination with other factors pertinent to the applicant's ability to succeed in a graduate program, it is unlikely that students will be admitted with combined verbal and quantitative scores of less than 1000. Graduates of universities where English is not the principal language must take the combined Test of

English as a Foreign Language (TOEFL) and the Test of Written English (TWE) examination, and receive a minimum score of 550 on the TOEFL and a minimum of 4.5 on the TWE. Please be reminded that these are national tests which are not administered by our department or this Institution.

Applications for admission in the Fall semester must be submitted in complete form (with all accompanying materials) by April 15th in order to be considered. Applications for admission in the Spring semester are due in complete form by November 15th.

Degree Requirements:

The program requires 30 semester units of study, at least 24 of which must be at the graduate level (500 and 600 series). None of the 30 units of coursework applied to the Master of Art's degree in Spanish may have been applied toward a previous academic degree. No more than 9 out of the 30 units needed for the M.A. degree in Spanish may be transferred. That is, a maximum of 3 graduate-level courses taken either at another institution or through a Study Abroad program may be transferred. A grade of "B" (point average of no less than 3.0) must be maintained in all classes applied to the M.A. degree.

Students must have completed all the necessary coursework, as well as demonstrated intermediate-level knowledge/proficiency of a language other than Spanish and English, before taking his or her Comprehensive Examinations. The second prerequisite may be fulfilled by completing a 201-level language course with a final grade of C or better at CSUSM or an equivalent institution, or by passing the Foreign Language Examination administered by the World Languages and Hispanic Literatures Department.

Students must successfully pass the Comprehensive Master's Examinations in Spanish in order to graduate. Students enrolled full-time will typically complete the program in four semesters and must take the Comprehensive Master's Examinations no later than the sixth semester following enrollment. Students enrolled on a part-time basis must take the Comprehensive Master's Examinations no later than the tenth semester following enrollment. Students who do not pass the Comprehensive Master's Examinations the first time may retake them once. Not passing the examination the second time will result in the disqualification of the student from the program.

Application Procedure:

Students wishing to be considered for the MA in Spanish degree program at Cal State San Marcos need to complete both the University Graduate Application and the Departmental Application.

The Departmental Application and accompanying materials must be sent to:

Ms. Oneita Billings, Administrative Coordinator
World Languages and Hispanic Literatures Department
California State University, San Marcos

333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

For the application to be considered complete it must include the following:

- Departmental application form.
- 3 letters of recommendation.
- Writing Sample of at least 7 pages in length. The writing sample should be in Spanish and should deal with some aspect of Hispanic Literature, Culture or Linguistics.
- Audio or video taped speech sample, in which the applicant speaks in Spanish for at least 5 minutes on the topic of his/her choice.
- Statement of Purpose on a separate sheet(s) of paper. It is preferred that the Statement of Purpose be written in English.
- Spanish MA option or track the student wishes to pursue.
- Copy of all official college transcripts.
- G.R.E. Scores
- TOEFL Scores (if applicable)
- TWE Scores (if applicable)

The University Application must be sent to:

Graduate Admissions and Records
California State University, San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

For the application to be considered complete it must include the following:

- Copy of all official college transcripts. (These must be received directly from the Registrars' offices of all colleges you have attended. They cannot be received from you.) NOTE: If you are a continuing CSUSM student, applying to the Master's Program, Admissions already has copies of your official college transcripts on file.
- Completed California State University Graduate Admissions application form
- Copy of all official college transcripts.
- G.R.E. Scores
- TOEFL Scores (if applicable)
- TWE Scores (if applicable)

Frequently Asked Questions

Duration

How long will it take me to complete the Master's?

If you are a full-time student, you will typically spend approximately two years to complete the necessary coursework and prerequisites prior to taking the comprehensive exams. You have five years to finish your degree.

Courses

How many units do I need to complete the Master's requirements?

A total of 30 semester units of study are required, at least 24 of which must be at the graduate level (500 and 600 series).

Do I need to take my graduate courses for a letter grade?

Yes, because you are expected to maintain a GPA of at least 3.0

Can I take a class in English in other departments?

Yes, you may with the approval of the Graduate Coordinator.

Committee Members

How many members should my committee have?

You need to have a total of three members. One of these members needs to be the Chair of your committee.

When am I supposed to choose my members?

You need to choose your members the semester prior to your exam date. Once you have chosen the members you have to turn in the green form titled '[Declaration of Intent](#)' to the Graduate Coordinator.

What professors can be part of my committee?

You may check the faculty roster in this Handbook for areas of specialization. Remember that you will be tested on Hispanic Linguistics, Peninsular Literature, and Latin American Literature.

How do I choose my committee members?

You should choose professors whose area of specialization coincides with the area in which you will be tested. You must contact the professors beforehand to inquire about their availability to serve on your committee. Note that some professors may be on Sabbatical or Leave during one or more semesters, which would make it impossible for them to serve on your committee.

Language requirement

Do I have to take a language exam if I have already taken three semesters in another language (other than English and Spanish)?

If you have successfully completed three semesters of language instruction or its equivalent, it is not necessary to take the language exam. You only need to take the Foreign Language Examination if you have not completed at least three semesters of language instruction.

What does the Foreign Language Exam involve?

The exam consists of translating an excerpt of literature or an essay/article on literary theory. The student is expected to translate it into English or Spanish with the aid of a dictionary and to be able to answer questions about the piece in question.

Comprehensive Master's Examinations in Spanish

What do I need to do to start studying for my exams?

You must follow the official Reading List. In each area of study, there are required readings, as well as elective ones. Please consult with each committee member in your selection of elective texts, and work closely with each faculty towards the preparation of the exams. Once you and your advisors have finalized the list, you will need to complete a purple form called "[M.A. Exam Approved Reading List](#)" and turn it in to the Graduate Coordinator.

When can I take my comprehensive exams?

The exams are offered twice per year, during the Fall and Spring semesters.

What do the exams involve?

The exams consist of a written portion and an oral portion. The first involves three two-hour exams in the following areas: Hispanic Linguistics, Peninsular Literature, and Latin American Literature. The exams are administered Monday, Wednesday, Friday of the same week. Approximately one to two weeks after the written exams, the oral exam will be administered. The oral defense is an opportunity for the student to elaborate on those areas of the written exam where there were weaknesses and answer additional questions presented by the committee members.

Why is there a Literary Theory list?

Theory will be tested in the literature portions of the exam.

What happens if I fail my comprehensive exam?

You may re-take it one more time. Disqualification from the Program may result from a second failure.

GRE

Do I have to take it before I submit the application?

Yes. If that is not the case, you must provide proof to the Department that you will be taking it in the next months to come.

What score do I need on the GRE?

No less than 1000.

University Regulations

Continuous Enrollment Requirement and Time-Limit To Degree. Conditionally Classified or Classified graduate students must be continuously enrolled unless an authorized Request for Graduate Student Leave of Absence has been filed with the [Enrollment Services Information Center](#). No more than 12 months total can be excused through authorized leaves of absence. Students who do not maintain continuous enrollment are dropped from the graduate program and must reapply. Requirements for the Master's degree are to be finished within five years after the beginning of coursework as a Conditionally Classified or Classified graduate student at CSU San Marcos. Authorized leaves of absence do not extend the time limit for completion of the degree.

GRAD E699--Graduate Standing Continuation. Provides continuation of graduate standing for students working independently on culminating activities (thesis, project, or comprehensive exam).

Registration for this enrollment status is offered through Extended Studies (follow the instructions on the [GRAD E699 Enrollment Form](#)). GRAD E699 is for master's students who have completed all of their graduate coursework, including the for-credit supervised thesis/project coursework called for in their respective graduate programs. When authorized by the graduate program, GRAD E699 provides access to certain university resources (such as use of the library and e-mail/computing accounts) while the student works independently to finish the culminating activity. Students who are still working closely with an advisor should enroll in their respective department's graduate-level independent study course, rather than GRAD E-699.

Graduate Student Leave of Absence. Graduate degree students may take an authorized leave of absence for a period of up to 12 consecutive months. Multiple leaves of absence may be taken, altogether totaling no more than twelve months. Leaves of absence will be authorized for conditionally classified or classified graduate students if they are in good academic standing (as defined by the program's requirements), if they have completed at least six credit hours of CSUSM coursework toward the graduate degree in the program, and if they file a completed [Graduate Student Request for Leave of Absence form](#). The completed form, including signature of the student's faculty advisor (where applicable) and the graduate program coordinator, must be filed with the [Enrollment Services Information Center](#) before the beginning of the term for which the leave has been requested. Unauthorized leaves and failures to return from an authorized leave of absence will result in the student being dropped from the graduate program.

An authorized leave of absence preserves the election of curriculum rights regarding catalog requirements. However, authorized leaves of absence do not extend the time limit for completion of the degree. A student on a leave of absence does not qualify for supervision from faculty nor for the use of university resources such as the library, computer labs, parking, or student health services. Students submitting the completed thesis or final project must be regularly enrolled or enrolled for thesis or project extension credit through the [Office of Extended Studies](#); the completed thesis or final project will not be accepted during the term of an authorized leave of absence.

Students who take a leave for two consecutive semesters will be required to pay a reapplication fee upon their reinstatement to the University. This fee will be waived where the principal purpose of the leave was related to the student's educational objective, provided that the conditions of the leave have been met.

Student Course Load. Graduate students who are enrolled in nine (9) units or more in a Fall or Spring semester are classified as full-time. Graduate students who hold a University assistantship requiring one-third time services or more are considered full-time when enrolled in six (6) units during an academic term.

Use of Undergraduate Courses in Master's Degree Programs. Master's students may not count any course at the 300-level or lower toward fulfillment of Master's degree requirements, nor may courses which bear General Education credit be counted toward Master's degree requirements.

Only with prior, case-by-case approval of the graduate program offering the degree may Master's students, on an individual basis, count a 400-level, non-General Education course toward the Master's degree requirements.

Under no circumstances may a Master's student apply more than nine (9) units of 400-level coursework toward fulfillment of Master's degree requirements.

Graduate Student GPA Adjustment Policy

1. If a graduate student has received a grade of B- (2.7) or less (or NC) in a non-thesis course, then the course may be repeated once for purposes of satisfying requirements and/or having the GPA adjusted. Once the student has repeated the course in a subsequent term and earned a better grade, then a Graduate Student GPA Adjustment Request Form may be submitted to the [Enrollment Services Information Center](#). All requests should be submitted in consultation with the graduate program advisor. Any request confirmed as complying with this policy will be granted.
2. When a request is granted, the prior grade earned in the course is ignored for the purpose of calculating the GPA. However, all grades for a given course will be maintained as part of the student record and will appear on the student's transcripts.
3. A maximum of two (2) different courses may be repeated, and a maximum of two (2) requests may be filed within an approved graduate plan of study at Cal State San Marcos. Only one request may be filed for any single course.
4. Since CR/NC grades do not enter into the GPA calculation, it is not necessary to submit this form when repeating a course in which a grade of NC was earned, even when the course was repeated to satisfy degree requirements. If a course previously taken for a grade is repeated CR/NC, the original grade will continue to be calculated in the GPA.
5. Unless the student submits a Graduate Student GPA Adjustment Request Form to the Enrollment Services Information Center, both grades earned in any repeated course will be used to calculate the student's GPA.
6. A request may not be filed until the student has completed the repeat, and may not be filed if the student received a grade of CR, NC, F, I, RD, SP or U when the course was repeated.
7. The program director (or designee) of the graduate program offering the degree is authorized to approve substitute graduate-level courses that may be taken in lieu of a graduate-level course that the student wishes to repeat, when the original course is not scheduled to be offered again within the term of the student's expected time to degree. The substitute course must be taken after completion of the original course.

Program Options

Option A: Hispanic Literatures

This option is designed for students who wish to pursue in-depth study of Spanish, Latin American, and US Latino literatures and Hispanic linguistics, and will prepare students for further study at the Ph.D. level.

Requirements for Option A:

3 units	SPAN 510 History of the Spanish Language
3 units	SPAN 520 Theory and Practice of Literary Criticism.
12 units	Elective graduate-level courses in literature (SPAN 521-536, 603, 604, 606)
3 units	Elective graduate-level courses in linguistics (SPAN 511-515, 602, 610)
9 units	Elective graduate-level courses (SPAN) in literature, culture/civilization, and linguistics

Option B: Hispanic Language and Linguistics

This option is designed for students wishing to pursue careers in business, social services, international relations, etc. This

option exposes students to the most salient factors of the language and cultures of the people who make up the Spanish-speaking world.

Requirements for Option B:

- 3 units SPAN 510 History of the Spanish Language
- 3 units SPAN 601 Seminar in Hispanic Civilization
- 6 units Elective graduate-level courses in Linguistics (SPAN 511, 515, 602, 610)
- 6 units Elective graduate-level courses in culture/civilization (SPAN 540, 552, 605)
- 12 units Additional graduate coursework, to be selected based on the student's specific areas of interest and academic plan, in consultation with advising faculty.
Courses may come from graduate offerings in Spanish, or from other disciplines.

Option C: Foreign Language Teaching

This option is designed for students who plan to teach Spanish at the elementary, secondary, or community college level. It provides students with a strong background in applied linguistics and pedagogical theory, as well as advanced-level exposure to the literatures, cultures, and language of the Spanish-speaking world.

Requirements for Option C:

- 3 units SPAN 510 History of the Spanish Language
- 3 units SPAN 602 Seminar in Applied Linguistics
- 3 units SPAN 610 Multimedia in Foreign Language Instruction
- 9 units Elective courses taken in Education at the 500 or 600 level (to be selected in consultation with student's faculty advisor)
- 12 units Elective graduate-level courses in Spanish literature, culture/civilization, and Linguistics.

Study Abroad

In order to fully understand and appreciate the nuances of the Spanish language and Hispanic culture, all students are strongly encouraged to spend at least one summer or semester abroad, in a Spanish-speaking country. Students will be permitted to transfer up to 9 units of credit toward the MA from approved study-abroad courses. The Study Abroad Advisor and the Graduate Coordinator will work closely with each student to assist him/her in identifying an appropriate study-abroad program, and in structuring his/her course of study to accommodate this important experience. For more information about the study abroad program here at Cal State San Marcos please go to the Study Abroad website at <http://www.csusm.edu/UGA/studyabroad.htm>.

Financial Aid

Teaching Assistantships may be available to qualified students who wish to teach introductory and intermediate level Spanish language courses at Cal State San Marcos. Other forms of financial support may also be available, and interested students should contact the university's Office of Financial Aid for further information.

Comprehensive Examination

The Comprehensive Master's Examinations will be offered during the Fall semester only. Candidates must petition and sign up for these exams one semester in advance (the prior Spring). The student must choose an M.A. Exam Committee made up of three graduate teaching and testing faculty members. One of those professors shall Chair the testing committee.

M.A. Comprehensive Examination Policy

Dates

The MA written exam will be offered once in the Fall and once in the Spring semesters. It will be scheduled in three sections (Monday: Linguistics; Wednesday: Peninsular Literature; Friday: Latin American Literature). These exams will be followed up by an oral exam, to be scheduled within 2-3 weeks of the evaluation of the written exam.

The written exam will be administered in three two-hour time slots, given during the course of one week. The follow-up oral exam will be scheduled for a two-hour time slot within two to three weeks of the evaluation of the written exam. Students will be informed by the Graduate Coordinator of the date, time, and location of the exam(s) and therefore must be available*.

** Note: At the M.A. Exam Committee's discretion, students who do not demonstrate a minimally acceptable level of achievement on the written portion of the exams might not be given an Oral Exam.*

Exam committee formation

The Exam Committee must consist of three faculty members, one from each of the areas being tested. Students are to choose from the approved list of teaching/testing faculty within the Department of World Languages and Hispanic Literatures. It is to the candidate's advantage that he/she work with faculty with whom he/she has taken courses. However, if a student wishes to elect an "outside member," not listed in this Handbook, he/she must submit a petition to the WLHL M.A. Committee to request approval. Please refer to "Graduate Teaching/Testing Faculty Roster" for areas of specialization.

In preparation for the MA exam, students must file a **Declaration of Intent** form to constitute their exam committee. This form must be filed by April 15th for students planning to take their exam the following Fall semester. This **Declaration of Intent** form signifies three faculty members' agreement to guide the student in his or her preparation for the Comprehensive Examination.

Responsibilities of Exam Committee Chairs, Members, and Graduate Coordinator

The *Committee Chair* will:

- Guide student and ensure that the student understands the exam process.
- Approve elective choices for Reading List in his/her area.

- Work with the student in his/her respective area.
- Submit his or her exam questions to the Graduate Coordinator by the requested date.
- Correct exam and share his or her results/assessment with other committee members.
- Communicate exam results to the Graduate Coordinator so that he/she may officially contact the candidate.
- Coordinate Oral Exam scheduling with other committee members.

Other *Committee Members* will:

- Work with the student in his/her respective areas.
- Approve elective choices for Reading List in his/her area.
- Submit their exam questions to the Graduate Coordinator by the requested date.
- Correct exam and share his or her results/assessment with other committee members.
- Participate on any necessary follow-up measures (i.e. oral exam).

The *Graduate Coordinator* will:

- Meet with the candidate to ascertain if he or she is sufficiently advanced in his or her studies to take the exam.
- Make certain student has completed all coursework.
- Make certain student has fulfilled the language other than Spanish/English requirement.
- Obtain signed Declaration of Intent form from candidate.
- Obtain Approval of Reading List form from candidate.
- Schedule Written M.A. Exams.
- Request questions from all committee members and all committee Chairs to compile exams.
- Proctor M.A Exams.
- Write official letters to candidate announcing exam results.
- Send necessary paperwork to Admission/Records for students advanced to candidacy.

Exam evaluations

The written exam will be evaluated by the exam committee and will be assigned one of four grades:

- **High pass:** Student has overwhelmingly demonstrated mastery in all areas examined. Unanimous vote.
- **Pass:** All committee members must agree that student has demonstrated satisfactory or better in all areas examined.
- **Low-pass:** Student is deficient in one or more of the areas examined. Student may be deficient in one area, and satisfactory or better in the other two.
- **No-pass:** Student did not demonstrate satisfactory competence in two or more areas.

The final exam results will take into account both the written and oral exam performance and will be given either of three grades:

- **High Pass:** The Committee unanimously agrees that the student has overwhelmingly demonstrated knowledge of the prescribed material. Additionally, student has demonstrated notable critical thinking skills in interpreting and analyzing the prescribed material. The candidate will, therefore be recommended for the Ph.D. level.

- **Pass:** Unanimous committee decision that student has performed satisfactorily or better in all areas. The candidate will, therefore not be recommended for the Ph.D. level.
- **No pass:** The Committee unanimously agrees that the student has not demonstrated satisfactory performance in one or more areas. Student may reinstate the exam process no later than one year subsequent to the first attempt at the exam. A student may take an MA exam a maximum of two times.

Official Spanish M.A. Reading List

Hispanic Linguistics:

History of the Spanish Language

Books

1. Cano Aguilar, Rafael. El español a través de los tiempos. 1988. Arco/Libro, S.A.
2. Cano Aguilar, Rafael. 1991 Análisis filológico de textos. Madrid : Taurus Ediciones,
3. Lapesa, Rafael.. Historia de la lengua española. 9th ed. 1981. Madrid: Gredos.
4. Lloyd, Paul. 1987. From Latin to Spanish. Philadelphia: American Philosophical Society.
5. Menéndez Pidal, Ramón. 1973. Manual de gramática histórica española. Madrid: Espasa-Calpe.
6. Penny, Ralph. 1993. Gramática histórica del español. edición española a cargo de José Ignacio Pérez Pascual. 1a. ed. Barcelona : Editorial Ariel.
7. Pountain, Christopher. 2000. A History of the Spanish Language through Texts. London: Routledge
8. Resnick, M. Introducción a la historia de la lengua española. 1981. Washington, D.C.: Georgetown University Press.

Select 2 books from above

1. _____.
2. _____.

Articles

1. Barry, Anita. 1987. "Clitic Pronoun Position in Thirteenth-Century Spanish." Hispanic Review 55:213-220.
2. Cabrera Morales, Carlos. 1992. Las sibilantes medievales: reflexiones sobre el problema de la desonorización. Medievalia 11:1-18.
3. Craddock, Jerry R. 1980. "The Contextual Varieties of Yod: An Attempt at Systematization. In Edward L. Blansitt, Jr., and Richard V. Teschner (eds.) A Festschrift for Jacob Ornstein: Studies in General Linguistics and Sociolinguistics. Rowley, MA.: Newbury House.
4. Danesi, Marcel. 1977. "The Case for Andalucismo Re-examined." Hispanic Review 45:181-93.

5. Dworkin, Steven N. 1989. "The Interaction of Phonological and Morphological Processes: The Evolution of the Old Spanish Second Person Plural Verb Ending." Romance Philology 42:144-55.
6. Izzo, Herbert J. 1984. Andalusia and America. The regional origins of New World Spanish. Romanitas: Studies in Romance Linguistics. In Ernst Pulgram (ed.) , Michigan Romance Studies 4. 109-29.
7. Lantolf, James P. 1979. "Explaining Linguistic Change: The Loss of Voicing in the Old Spanish Sibilants." Orbis 28:290-315.
8. Martinet, André. 1951-2. The unvoicing of Old Spanish sibilants. Romance Philology 5:133-56.
9. Rojo, Guillermo. 1986. "On the Evolution of Conditional Sentences in Old Spanish." In O. Jaeggli and Carmen Silva-Corvalán Studies in Romance Linguistics. Dordrecht: Foris Publication.
10. Torreblanca, Máximo. 1987. "Sobre la evolución de sibilantes implosivas en español." Journal of Hispanic Philology 11(2):151-173 and 11(3):223-249. (Article published in two parts)
11. -----, Máximo. 1992. "Sobre la palatalización de consonantes latinas en español e hispanorromance." Journal of Hispanic Philology 16(3):281-327.
12. -----, Máximo. 1992. Sobre los orígenes de la distinción fonológica /f/:/h/ en el castellano medieval. Romance Philology XLV (3): 369-405.
13. -----, Máximo. 1989. "La /s/ implosiva en español: Sobre las fechas de su aspiración." Thesaurus 44(2):281-303.

Select 4 articles from above

1. _____.
2. _____.
3. _____.
4. _____.

Spanish Sociolinguistics

1. Cotton, Eleanor and Sharp, John M. 1988. Spanish in the Americas. Washington, D.C.: Georgetown University Press.
2. Montes Giraldo, José Joaquín. Dialectología general e hispanoamericana: orientación teórica, metodológica y bibliográfica. Santa Fé de Bogotá : Instituto Caro y Cuervo
3. Roca, Ana and Lipski, John M. 1993. Spanish in the United States : linguistic contact and diversity New York : Mouton de Gruyter.
4. Silva-Corvalan, Carmen.1989. Sociolingüística: teoría y análisis. Madrid: Alhambra.
5. Silva-Corvalan, Carmen. 1994. Language contact and change : Spanish in Los Angeles. New York : Oxford University Press.
6. Silva-Corvalán, Carmen (ed.) Spanish in four continents: studies in language contact and bilingualism. Washington, D.C.: Georgetown University Press.
7. Zamora Vicente, Alonso. 1978. Dialectología española Madrid: Gredos.

Select 2 books from above

1. _____.
2. _____.

Applied Linguistics for the Teaching of Spanish

Required Books

1. Colombi, M.C. and Alarcón, F.X.(Eds.). 1997. La enseñanza del español a hispanohablantes. Praxis y teoría. Boston: Houghton Mifflin.
2. Hashemipour,P., Maldonado, R., Van Naerssen, M. (Eds.)1994. Studies in Language Learning & Spanish Linguistics in Honor of Tracy D. Terrell. San Francisco: MacGraw Hill.

Other Books

3. Ellis, R. 1994. The Study of Second Language Acquisition Oxford: Oxford University Press.
4. Freed, Barbara, ed. 1991. Foreign Language Acquisition: Research in the Classroom. Lexington, MA: D.C. Heath.
5. Gass, S. and C. Madden. 1985. Input in Second Language Acquisition. Rowley, Mass.: Newbury House.
6. Gass, Susan and Larry Selinker. 1994. Second Language Acquisition: An Introductory Course. Edited by Sheldon Rosenberg. Topics in Applied Psycholinguistics. Hillsdale, NJ: Lawrence Erlbaum Associates.
7. Gass, Susan. 1990. Second and Foreign Language Learning: Same, Different or None of the Above. In Second Language Acquisition/Foreign Language Learning, ed. Bill VanPatten and James F. Lee. Philadelphia: Multilingual Matters LTD.
8. Krashen, Stephen D. 1981. Second language acquisition and second language learning. Language teaching methodology series. Oxford/ New York: Pergamon Press.
9. O'maggio Hadley, A. 2000. Teaching Language in Context Boston: Heinle Thomson.
10. Sánchez Pérez, A. (1999) Hacia un método integral en la enseñanza de idiomas. Madrid: SGEL.
11. Vázquez, G. (1999) ¿Errores? Sin falta!. Madrid: Edelsa.
12. Vázquez, G. (2000) La destreza oral. Madrid: Edelsa.
13. Whitley, Stanley M.1986.Spanish/English Contrasts:a course in Spanish linguistics. Washington, D.C.: Georgetown University Press.

Select 3 books from above

1. _____.
2. _____.
3. _____.

Other articles

1. Cheng, An Chung. 2002. The Effects of Processing Instruction on the Acquisition of ser and estar. *Hispania*, 85, 2, May. 308-323
2. Blake, Robert. 1985. From research to the classroom: Notes on the subjunctive. *Hispania* 68 (March): 166-173.
3. Blake, Robert. 1991. La adquisición del subjuntivo: intersticio entre la sintaxis y la pragmática. In La enseñanza del español como lengua materna, ed. Humberto López Morales:231-241. Puerto Rico: Editorial de la universidad de Puerto Rico.
4. Bolinger, Dwight. 1954-55. Meaningful word order in Spanish. Boletín de filología 8: 45-56.
5. Farley, Andrew P. 2001. Authentic Processing Instruction and the Spanish Subjunctive. *Hispania*, 84, 2, May, 289-299.
6. Garcia, Paula and Asencion, Yuly. 2001. Interlanguage Development of Spanish Learners: Comprehension, Production, and Interaction *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 57, 3, Mar. 377-401.
7. Hokanson, Sonja G. 2000. Individual Cognitive Styles of University Students and Acquisition of Spanish as a Foreign Language. *Hispania*, 83, 3, Sept. 511-520
8. Klein-Andreu, Flora. 1983. Grammar in style: Spanish adjective placement. In Discourse Perspectives on Syntax, ed. Flora Klein Andreu. New York: Academic Press.
9. Lee, Lina. 2002. Synchronous Online Exchanges: A Study of Modification Devices on Non-Native Discourse. *System*, 30, 3, Sept. 275-288.
10. Lee, Lina. 2002. Online Interaction: Negotiation of Meaning and Strategies Used among Learners of Spanish. *ReCALL*, 13, 2, Nov. 232-244.
11. Massey, Anne. 2001. In Pursuit of Preterite: A Flow-Chart of Conjugations. *Hispania*, 3, Sept. 550-551.
12. Pujol Berche, Merce. 2001. The Effects of Task on the Oral Production of Adult Learners of Spanish. *Estudios de Linguística*, 2001, supplement 1, 313-335.
13. Schmidt, Richard. 1990. The role of consciousness in second language acquisition. Applied Linguistics 11: 219-58.
14. Terrell, Tracy and John Hooper. 1974. A semantically based analysis of mood in Spanish. *Hispania* 57 (September): 484-494.

Select 7 articles from above

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

6. _____.

Spanish Peninsular Literature:

Middle Ages

Required Texts

1. Berceo, Gonzalo de. Milagros de Nuestra Señora.
2. Manrique, Jorge. "Coplas por la muerte de su padre."
3. Ruiz, Juan. Libro de buen amor.
4. Santillana, Marqués de. Prohemio. Serranillas.
5. Anónimo. Poema de Mío Cid.
6. Manuel, Juan. El Conde Lucanor: two short stories: "Don Illán," "El mancebo que casó con una mujer muy fuerte et muy brava," "Doña Truhana," "Los burladores que fizieron el paño."
7. Rojas, Fernando de. La Celestina.
8. Romancero: Selección de la antología de Ángel del Río. (o Ed. Paloma Díaz-Mas. Barcelona: Crítica, 1994).

Other Texts

9. Libro de Alexandre.
10. Alfonso Martínez de Toledo. El corbacho.
11. Calila e Dimna.
12. Poesía de Cancionero. (Ed. Álvaro Alonso. Madrid: Cátedra, 1991)
13. Libro del Caballero Zifar. (Selecciones)
14. Sem Tob. Proverbios morales.
15. Diego de San Pedro. Cárcel de amor.

Select 2 from 'Other Texts' above

1. _____.

2. _____.

Renaissance & Baroque

Required Texts

1. All poems from the following authors in this anthology: Rivers, Elías. Poesía lírica del siglo de oro. Madrid: Cátedra, 1980.)
Garcilaso de la Vega
León, Fray Luis de
Cruz, San Juan de la
Góngora, Luis de
Vega, Félix Lope de

- Quevedo, Francisco de
2. Anonimous. Lazarillo de Tormes.
 3. Cervantes y Saavedra, Miguel de. Don Quijote de la Mancha.

Other Texts

4. Quevedo, Francisco de. El buscón.
5. Alemán, Mateo. Guzmán de Alfarache.
6. Cervantes y Saavedra, Miguel de. Novelas ejemplares: "Rinconete y Cortadillo," "El casamiento engañoso" & "El coloquio de los perros."Interior (Vida)
7. Santa Teresa de Jesús. Libro de las Moradas or Castillo Zayas y Sotomayor, María de. Novelas amorosas y ejemplares: "La esclava de su amante"

Select 3 from 'Other Texts' above

1. _____
2. _____
3. _____

Required Texts

8. Vega, Lope de. Fuenteovejuna.
9. Molina, Tirso de. El burlador de Sevilla.
10. Calderón de la Barca, Pedro. La vida es sueño.

Other Texts

11. Caro, Ana. El Conde de Partinuplés.
12. Cervantes y Saavedra, Miguel de. Entremeses: "El retablo de las maravillas," "La guarda cuidadosa," "La cueva de Salamanca."
13. Guillén de Castro. Las mocedades del Cid.
14. Luis Vélez de Guevara. Reinar después de morir.
15. Moreto. El desdén con el desdén.
16. Rojas Zorrilla. Del rey abajo ninguno.
17. Alarcón, Juan Ruiz de. La verdad sospechosa

Select 3 from 'Other Texts' above

1. _____
2. _____
3. _____

Eighteenth & Nineteenth Centuries

Required Texts

1. Water Lilies: An Anthology of Spanish Women Writers from the Fifteenth through the Nineteenth Century. Amy Katz Kaminsky (Editor). Minnesota: UP, 1995.
2. Bécquer, Gustavo Adolfo. Rimas.
3. Castro de, Rosalía. Follas novas or En las orillas del Sar.

Other Texts

4. Meléndez Valdés, Juan (selec.).
5. Iriarte de, Tomás (selec.).
6. Samaniego de, Félix María (selec.).
7. Espronceda de, José (selec.)
8. Coronado, Carolina(selec.).
9. Gómez de Avellaneda, Gertrudis (selec.).

**All selections from Antología de la Literatura Española: Siglos XVIII y XIX, ed. Barbara Mujica.*

Select 2 from 'Other Texts' above

1. _____
2. _____

Required Texts

10. Feijoo, Fray Benito Jerónimo. Cartas eruditas y curiosas or Teatro crítico universal.
11. Cadalso, José. Cartas marruecas.
12. Moratín, Leandro Fernández de. El sí de las niñas.
13. Zorrilla, José. Don Juan Tenorio.
14. Pérez Galdós, Benito. Choose one: El abuelo, La deseredada, or Doña Perfecta.
15. Pardo Bazán, Emilia. La tribuna, Los pazos de Ulloa, La madre naturaleza, or La sirena negra.

Other Texts

16. Larra, Mariano José de. Artículos.
17. Caballero, Fernán. La gaviota.
18. Pereda de, José María. Peñas arriba.
19. Valera, Juan. Pepita Jiménez.
20. Alas (Clarín), Leopoldo. La Regenta.

Select 2 from 'Other Texts' above

1. _____

2. _____

Twentieth & Twenty First Centuries

Required Texts

1. Jiménez, Juan Ramón. Antología poética, ed. Javier Blasco. Cátedra.
2. Machado, Antonio. Poesías Completas, ed. Manuel Alvar. Espasa Calpe.
3. García Lorca, Federico. Poesías Completas (edición disponible).

Other Texts

4. El grupo poético del 27, ed. Angel González. Taurus.
5. Antología del grupo poético del 27, ed. Vicente Gaos. Cátedra.
6. Poesía española contemporánea (1939-1980), eds. Fanny Rubio y José Luis Falcó. Alhambra.
7. El grupo poético de los años 50, ed. Juan García Hortelano. Taurus.
8. Panorama antológico de poetisas españolas (siglos XV-XX), ed. Jiménez Faro, Luz María. Madrid, Ediciones Torremozas.

Select 2 female poets from 'Other Texts' above

1. _____

2. _____

Select 2 male poets from 'Other Texts' above

1. _____

2. _____

Other Texts

9. Hernández, Miguel. El rayo que no cesa.
10. Figueras, Ángela. Antología total, 1948-1969.
11. Otero, Blas de. Ángel fieramente humano.
12. Fagundo, Ana María. Antología poética, ed. Myriam Alvarez.
13. Fuertes, Gloria. Mujer de verso en pecho.
14. Guillermo Carnero. Verano inglés
15. Leopoldo María Panero. Así se fundó Carnaby Street.
16. Castro, Luisa. Los versos del eunuco
17. Guzmán, Almudena. La playa del olvido.

Select 2 from 'Other Texts' above

1. _____

2. _____

Required Texts

1. Unamuno, Miguel de. Niebla
2. Valle Inclán, Ramón del. Tirano Banderas
3. Jiménez, Juan Ramón. Platero y yo
4. Cela, Camilo J. La familia de Pascual Duarte
5. Laforet, Carmen. Nada
6. Martín Gayte, Carmen. El cuarto de atrás

Other Texts

7. Chacel, Rosa. Estación ida y vuelta
8. Ortega y Gasset, José. La deshumanización del arte.
9. Baroja, Pío. El árbol de la ciencia
10. Sender, Ramón. Requiem por un campesino español
11. Martín-Santos, Luis. Tiempo de silencio
12. Goytisolo, Juan. Señas de identidad
13. Muñoz Molina, Antonio. Los misterios de Madrid
14. Marías, Javier. Todas las almas
15. Mayoral, Marina. Recóndita armonía
16. Tusquets, Esther. El mismo mar de todos los veranos
17. Soler-Espiauba, Dolores. La mancha de la mora
18. Izquierdo, Paula. El hueco de tu cuerpo
19. Riestra, Blanca. Anatol y dos
20. Lucía Echevarría. Amor, prozac y dudas
21. Almudena Grandes. Modelos de mujer
22. Rosa Montero. La loca de la casa

Select 2 from 'Other Texts' above

1. _____

2. _____

Required Texts

1. García Lorca, Federico. La casa de Bernarda Alba, Bodas de sangre, or Yerma.
2. Buero Vallejo, Antonio. En la ardiente oscuridad or Historia de una escalera.
3. O'Connor, Patricia W. Dramaturgas españolas de hoy. Madrid: Fundamentos, 1997.

Other Texts

4. Valle Inclán, Ramón María del. Luces de Bohemia
5. Benavente, Jacinto. Los intereses creados.
6. Arrabal. El cementerio de los automóviles, Picnic, or El triciclo.

7. Sastre, Alfonso. Escuadra hacia la muerte.
8. Diosdado, Ana. Los ochenta son nuestros.
9. Romero, Concha. Un olor a ambar.
10. Pedrero, Paloma. El color de agosto or La llamada de Lauren.

Select 2 from 'Other Texts' above

1. _____
2. _____

Latin American Literature:

Precolombian & Colonial (selec. of Voces de Hispanoamérica)

Required Texts

1. Popol Vuh, Selecciones "Por qué los monos se parecen a los hombres" y "La muerte de los muñecos de palo"
2. Poesía nahuatl, poesía maya y poesía quechua
3. Bartolomé de las Casas, Historia de las Indias, selecciones.
4. Bernal Díaz, Historia verdadera de la Conquista de la Nueva España, selecciones
5. Cortés, Hernán. Cartas de relación (una carta)
6. Ercilla, Alonso de. La Araucana (selecciones)
7. El Inca Garcilaso de la Vega. Comentarios reales de los Incas (selecciones)
8. Sor Juana Inés de la Cruz Respuesta a Sor Filotea; poemas

Nineteenth Century to Modernismo

Required Texts

1. Fernández de Lizardi, José Joaquín. El Periquillo Sarniento
2. Echeverría, Esteban. "El matadero"
3. Gomez de Avellaneda, Gertrudis. Sab
4. Martí, José. poesía y "Nuestra América"
5. Darío, Rubén. Poesía
6. Rodó, José Enrique. Ariel

Other Texts

7. Altamirano, Ignacio M. Clemencia or La Navidad en las montañas
8. Bello, Andrés. A la agricultura de la zona tórrida
9. Campo, Estanislao del. Fausto
10. Días Rodríguez, Manuel, Sangre patricia
11. Gutiérrez Nájera, Manuel. poesía
12. Isaacs, Jorge. María
13. Lillo, Baldomero, "La compuerta número 12"

14. Lugones, Leopoldo. poesía
15. Olmedo, José Joaquín de. "La victoria de Junín", "Canto a Bolívar"
16. Palma, Ricardo. Tradiciones peruanas
17. Sarmiento, Domingo F. Facundo
18. Silva, José Asunción. poesía

Select 3 from 'Other Texts' above

1. _____
2. _____
3. _____

Twentieth & Twenty First Centuries

Texts

1. Agustini, Delmira. poesía
2. Arreola, Juan José. "El guardagujas"
3. Azuela, Mariano. Los de abajo
4. Bombal, María Luisa. La última niebla; "El árbol"
5. Borges, Jorge Luis. "El jardín de senderos que se bifurcan," "La muerte y la brújula," "Las ruinas circulares," y poesía selecta
6. Cardenal, Ernesto. poesía
7. Carpentier, Alejo. "Viaje a la semilla"
8. Castellanos, Rosario. Balún Canán; poesía or El eterno femenino
9. Díaz, Jorge. El cepillo de dientes.
10. Fuentes, Carlos. La muerte de Artemio Cruz
11. Gallegos, Rómulo. Doña Bárbara
12. García Márquez, Gabriel. Cien años de soledad
13. Güiraldes, Ricardo. Don Segundo Sombra
14. Ibarbourou, Juana de. poesía
15. Mistral, Gabriela. poesía
16. Neruda, Pablo. poesía
17. Paz, Octavio. El laberinto de la soledad, poesía
18. Poniatowska, Elena. Hasta no verte Jesús mío or Querido Diego te abraza Quiela
19. Quiroga, Horacio. "El hombre muerto"
20. Reyes, Alfonso. "Visión de Anahuac"
21. Rulfo, Juan. Pedro Páramo
22. Sábato, Ernesto. El túnel
23. Skármeta, Antonio. Ardiente paciencia (ó El cartero de Neruda—título original)
24. Storni, Alfonsina. poesía
25. Usigli, Rodolfo. Corona de sombra
26. Vallejo, César. poesía

27. Vargas Llosa, Mario. La ciudad y los perros
28. Vega, Ana Lydia. "Pollito Chicken"
29. Valenzuela, Luisa. "Tango"
30. Cristina Peri Rossi. "Los trapeceistas"
31. Rosario Ferré. "La muñeca menor"
32. Allende, Isabel. Cuentos de Eva Luna o La casa de los espíritus

Select 10 from the Texts above

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Literary Theory

Required Texts

1. Moi, Toril, Teoría literaria feminista. Madrid, Cátedra, 1988.
2. Selden, Widdowson & Brooker, eds. La teoría literaria contemporánea. Barcelona: Ariel, 2001.

Other Texts

3. Culler, Jonathan. Breve introducción a la teoría literaria. Barcelona: Ed. Crítica, 2000.
4. Eagleton, Terry, Una introducción a la teoría literaria. México: FCE, 1988.
1. Barthes, Roland. El Grado Cero de la Escritura. México: Ed. Siglo XXI, 1973.
2. _____. El Placer del Texto. México: Ed. Siglo XXI, 1974.
3. Benhabib, Seyla y Cornella, Drucilla, eds. Teoría feminista y teoría crítica. Valencia: Ed. Alfons el Magnànim, 1990.
4. Butler, Judith. El género en disputa. El feminismo y la subversión de la identidad. Barcelona: Paidós, 2001.
5. _____. Mecanismos psíquicos del poder. Teorías sobre la sujeción. Madrid: Cátedra, 2001.
6. Foucault, Michel. Tecnologías del yo. Barcelona: Paidós, 1990.

7. Freud, Sigmund. "Duelo y melancolía," Obras completas. V.2. Madrid: Biblioteca Nueva, 1996.
8. Gilbert Sandra M. y Gubar, Susan. La loca del desván. La escritora y la imaginación literaria del siglo XIX. Cátedra: Madrid, 1998.
9. Haraway, Donna. Ciencia, cyborgs y mujeres. (La reinención de la naturaleza). Madrid: Cátedra, 1991.
10. Irigaray, Luce. Yo, tú, nosotras. Madrid: Cátedra, 1992.
11. Kristeva, Julia. Sentido y sinsentido de la revuelta (Literatura y psicoanálisis). Bs As: Eudeba, 1996.
12. _____. "Tiempo de mujeres." Las nuevas enfermedades del alma. Madrid: Cátedra, 1995.
13. Lacan, Jacques. "El estadio del espejo como formador del yo tal como se nos revela en la experiencia psicoanalítica." Escritos I. Barcelona: Ed. Siglo XXI, 1983.

Select 3 from the 'Other Texts' above

1. _____
2. _____
3. _____

Forms

Declaration of Intent and Committee Constitution (Green)

See Appendix A. You will need to decide with your professors who the three committee members will be for your exam. You need to have one professor agree to be the Chair for your exit exam committee. This form must be turned in to the Department Graduate Coordinator by April 15th, the Spring semester prior to your exam date. Please allow enough time to get all the signatures you will need. It is best to try to meet with the professors during their office hours.

M.A. Exam Approved Reading List

See Appendix B. You will need to turn in this form along with the Reading List specifying all elections chosen for each area. Please procure signatures from each faculty member for approval. This form must be turned in to the Department Graduate Coordinator by April 15th, the Spring semester prior to your exam date. Please allow enough time to get all the signatures you will need. It is best to try to meet with the professors during their office hours.

Advising Worksheets

Each of the three forms can be found in Appendix C, D, and E respectively. All students must complete an advising worksheet, working together with the Graduate Coordinator, prior to applying to take the Graduate Examination. Copies of advising worksheets can be obtained from Administrative Coordinator or the Graduate Coordinator, and require the Graduate Coordinator's official signature to be considered complete. Students are strongly encouraged to work with the Graduate Coordinator on a regular basis throughout their graduate course of studies, to ensure completion of all coursework required for their chosen option.

Appendix A

California State University San Marcos
World Languages and Hispanic Literatures
Master of Arts in Spanish

Declaration of Intent & Committee Constitution

Candidate's Name _____

Student ID Number _____

Address: _____

Phone: _____

E-mail: _____

I hereby declare that I intend to take the Graduate Exam for the Master of Arts in Spanish degree on the next scheduled examination date in the FALL semester of (*year*) _____

I hereby declare the following constitution for my M.A. Exam Committee:

(Name of Chair of Committee) (Area) (Signature)

(Name of Faculty Member) (Area) (Signature)

(Name of Faculty Member) (Area) (Signature)

Student's Signature: _____ Date: _____

Graduate Coordinator's Signature: _____ Date: _____

World Languages and Hispanic Literatures

Master of Arts in Spanish

M.A. Exam Approved Reading List

Candidate's Name _____

Student ID Number _____

Address: _____

Phone: _____

E-mail: _____

I hereby declare that I intend to take my Master of Arts in Spanish Comprehensive Exams based on the attached approved Reading. Official Approved List is attached.

The Faculty Committee member's approval:

(Name of Chair of Committee) (Area) (Signature)

(Name of Faculty Member) (Area) (Signature)

(Name of Faculty Member) (Area) (Signature)

Student's Signature: _____ Date: _____

Graduate Coordinator's Signature: _____ Date: _____

STUDENT NAME:
GPA:

ID:
CLASSIFIED

ADMITTED:
NON-CLASSIFIED

ADVISING WORKSHEET
M.A. DEGREE IN SPANISH

Option A: Hispanic Literature & Linguistics (30 UNITS)

This option is designed for students who wish to pursue in-depth study of Spanish, Latin American, and US Latino literatures and Spanish linguistics, and will prepare students for further study at the Ph.D. level.

CORE REQUIREMENTS (6 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
SPAN 510	Hist of Span Lang	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPAN 520	Literary Theory	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN LITERATURE (12 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSE IN LINGUISTICS (3 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN LITERATURE, LINGUISTICS, OR CIVILIZATION (9 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
					CSUSM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOREIGN LANGUAGE REQUIREMENT:

Language	Institution	Exam	Equivalency	Need	IP	Met
None		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Advisor's Name	Graduate Advisor's Signature	Today's Date

STUDENT NAME:
GPA:

ID:
CLASSIFIED

ADMITTED:
NON-CLASSIFIED

ADVISING WORKSHEET
M.A. DEGREE IN SPANISH
Option B: Hispanic Civilization & Language (30 UNITS)

This option is designed for students wishing to pursue careers in Business, Social Services, International Relations, etc. This option exposes students to the most salient factors of the language and cultures of the people who make up the Spanish-speaking world.

CORE REQUIREMENTS (6 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
SPAN 510	Hist. of Span Lang	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPAN 601	Sem in Civilization	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN LINGUISTICS (6 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN CIVILIZATION/CULTURE (6 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN SPANISH OR ANOTHER DISCIPLINE BASED ON AREA OF INTEREST AND ACADEMIC PLAN (12 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOREIGN LANGUAGE REQUIREMENT:

Language	Institution	Exam	Equivalency	Need	IP	Met
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Advisor's Name	Graduate Advisor's Signature	Today's Date

STUDENT NAME:
GPA:

ID:
STATUS: CLASSIFIED NON-CLASSIFIED

ADMITTED:

ADVISING WORKSHEET
M.A. DEGREE IN SPANISH
Option C: Foreign Language Teaching (30 UNITS)

This option is designed for students who plan to teach Spanish at the elementary, secondary, or community college level. It provides students with a strong background in applied linguistics and pedagogical theory, as well as advanced-level exposure to the literatures, cultures, and language of the Spanish-speaking world.

CORE REQUIREMENTS (9 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
SPAN 510	Hist. Span. Lang.	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPAN 602	Applied Ling.	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPAN 610	MMedia/FL Instr.	3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN EDUCATION (9 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ELECTIVE COURSES IN LITERATURE, LINGUISTICS, OR CIVILIZATION (12 UNITS):

Course #	Course Name	Units	Grade	Sem./AY Taken	Institution	Need	IP	Met
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOREIGN LANGUAGE REQUIREMENT:

Language	Institution	Exam	Equivalency	Need	IP	Met
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate Advisor's Name	Graduate Advisor's Signature	Today's Date