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Marta E. Altisent (Ph.D. University of Illinois, Urbana-Champaign) is Professor of Spanish Literature. She has authored two books on the short stories and literary essays of Gabriel Miró, and the book *La narrativa erótica española desde 1970* (Lewinston, NY: Edwin Mellen Press, 2006). She has edited a critical study on *Los cuentos mexicanos de Max Aub* (Delaware: Juan de la Cuesta Monographs, 2005) and the essay collection *Companion to the Spanish Novel of the 20th Century* (Suffolk, UK: Tamesis, 2008). She has also co-edited the *The Spanish 20th Century Novel Dictionary of Literary Biographies, Vol 322* (Detroit, MI: Gale Research Inc., 2005). Professor Altisent has published numerous articles on Spanish, Latin-American and Catalan writers of the 19th and 20th centuries (Clarín, Miguel de Unamuno, Jorge Guillén, Ramón Sender, Juan Benet, Javier Tomoe, Pablo Neruda, José A. Silva, Joan Maragall, Mercé Rodoreda, Luis Mateo Díez, Olga Guirao, Eduardo Mendoza and Gabriela Bustelo among other). She has taught and lectured on topics such as Decadentism, Avant-garde poetry, Spanish Civil War testimonial fiction, and women writing. At present, she is writing a monograph on *Images of the Spanish Land in Turn-of-the-Millenium Spanish Travel Narrative*. She can be reached by email at mealtisent@ucdavis.edu.

Emilio Bejel (Ph.D. Florida State University), poet, critic, and narrator, was born in Cuba, and has lived in the United States since the 1960s. He received his B.A. from the University of Miami, and his M.A. and Ph.D. in Spanish and Spanish American literature from Florida State University (Tallahassee). He has published several books of literary and cultural criticism, among them *Buero Vallejo: lo social, lo moral y lo metafísico; Literatura de Nuestra América; La subversión de la semiótica; José Lezama Lima, Poet of the Image; and Gay Cuban Nation*; as well as several poetry collections, the latest two are *Casas deshabitadas* and *El libro regalado*. He has also published two versions of an autobiographical narrative: *The Write Way Home. A Cuban-American Story* (translated into English by Professor Stephen Clark) and *El horizonte de mi piel* (in Spanish). He can be reached by email at ebejel@ucdavis.edu.

Leopoldo Bernucci (Ph.D. University of Michigan, Ann Arbor) is The Russell F. and Jean H. Fiddyment Chair in Latin American Studies. He has taught at various institutions, including Yale University, the University of Colorado, the University of São Paulo (Brazil), and the University of Texas at Austin. He is author, co-author, and editor of numerous essays and the following scholarly books on 19th- and 20th-century Spanish American and Brazilian literature and culture: *Historia de un malentendido* (on Mario Vargas Llosa’s *La guerra del fin del mundo*), *A imitação dos sentidos* (on Euclides da Cunha’s *Os sertões*), *Hispanic America, Brazil, and the Caribbean: Comparative Approaches*, and *Os sertões* (ed.), and *Discurso, Ciência e Controvérsia em Euclides da Cunha* (ed.). He has also worked on Colonial Latin American literature and historiography. He can be reached by email at lmbernucci@ucdavis.edu.

Robert J. Blake (Ph.D. University of Texas, Austin) is Professor of Spanish and Director of the UC Consortium for Language Learning and Teaching. He is also an Executive Board member of the Second Language Acquisition Institute (http://slai.ucdavis.edu). He has published widely in Spanish Linguistics on topics dealing with historical phonology, historical syntax, modern syntax, and second-language learning. He is
lead author of *Al corriente* (1998, 3rd ed.), a second-year Spanish textbook based on authentic reading materials and fully integrated Web activities. He is the chief academic adviser for *Nuevos Destinos CD-ROM* (1998), a joint project of McGraw-Hill, Annenberg/CPB, and WGBH Boston. He is one of three authors about to release TESOROS (McGraw-Hill and Boecillo Editorial Multimedia), a complete CD-ROM course for introductory Spanish that forms part of a multimedia distance-learning package for Spanish. Professor Blake also is active in the field of computer-assisted language instruction and distance learning through his work on computer mediated communication, especially in reference to the Remote Collaboration project http://escher.cs.ucdavis.edu, currently funded by a three-year, $300,000 grant from FIPSE. He can be reached by email at rjblake@ucdavis.edu.

**Travis G. Bradley** (Ph.D. Pennsylvania State University) is Associate Professor of Spanish Linguistics. His principal areas of expertise include phonological theory, phonetic and phonological variation in Ibero-Romance and other languages, and historical Romance phonology. Other areas of interest include second language acquisition and technology-enhanced language learning. Prof. Bradley's research publications include articles in *Probus, Lingua, Southwest Journal of Linguistics, Lingua(gem)*, and the *Journal of Educational Computing Research*. He has also contributed to edited volumes such as *Optimality-Theoretic Studies in Spanish Phonology, Historical Romance Linguistics: Retrospective and Perspectives, Laboratory Approaches to Spanish Phonology, Experimental and Theoretical Approaches to Romance Linguistics, and Romance Linguistics 2007*. He can be reached by email at tgbradley@ucdavis.edu.

**M. C. Colombi** (Ph. D. University of California, Santa Barbara) is Professor of Spanish Linguistics at UC Davis. Her research interests include: educational linguistics, functional grammar and sociolinguistics with emphasis on Spanish in the United States. She is the President Elect of the International Systemic Functional Linguistics Association (2005-2008). Recent publications include: *Mi lengua: Spanish as a Heritage Language in the U.S.*, coedited with Ana Roca (GUP:2003); *Developing Advanced Literacy in First and Second Language*, coedited with Mary Schleppegrell (LEA,2002); *Palabra abierta*, coauthored with Jill Pellettieri and Mabel Rodríguez (Houghton Mifflin, 2001), *La enseñanza del español a hispanohablantes: praxis y teoría*, coeditor with Francisco X. Alarcón (Houghton Mifflin, 1997). She can be reached by e-mail at cmcolombi@ucdavis.edu.

**Linda Egan** (Ph.D. University of California, Santa Barbara) is Associate Professor of Latin American Literature. She has published principally on the contemporary chronicle of Mexico and the colonial poet Sor Juana Inés de la Cruz. Although she teaches in the general Latin American field, she specializes in Mexican literature and culture from the colony to the present. Her emphases are in narrative (fiction and nonfiction) and poetry. She is the author of *Diosas, demonios y debate: las armas metafísicas de Sor Juana* (1977); *Carlos Monsiváis – culture and chronicle in contemporary Mexico* (2002); *Fondo de Cultura Económica* (2004); and co-editor of *Mexico Reading the United States* (Vanderbilt 2008). She can be reached by email at lindadeegan@comcast.net (preferred) or ldegan@ucdavis.edu.

**Cristina González** (Ph.D. Indiana University) is Professor of Spanish. Her research and teaching have focused on medieval and early modern Hispanic literature, contemporary Hispanic culture, literary theory and folklore, as well as on the philosophy of higher education. Her studies in these areas have been published by various European, Latin American and U.S. publishing houses and journals. Dr. González, who
is currently working on issues of Latino identity, is also very interested in women’s issues. She can be reached by email at crigonzalez@ucdavis.edu.

Robert McKee Irwin (Ph.D. New York University) is Professor and Chancellor’s Fellow. He specializes in Mexican and Latin American Cultural Studies; Gender and Sexuality Studies; Border Studies/Interamerican Studies: especially 19th and early 20th centuries. He is the author of Mexican Masculinities (2003) and Bandits, Captives, Heroines, and Saints: Cultural Icons of Mexico’s Northwest Borderlands (2007); coeditor of Diccionario de estudios culturales latinoamericanos (2009); The Famous 41: Sexuality and Social Control in Mexico, c. 1901 (2003); and Hispanisms and Homosexualities (1998). He is currently working on a collaborative project on the international reception of Mexican golden age cinema. He is cofounder and faculty cosponsor of the Latin@american Cultural Studies research cluster at UC Davis, and manages UC Davis’s collaborative working agreement in Latin American cultural studies with the Pontificia Universidad Javeriana in Bogotá. He is also the current Chair of the Modern Language Association’s Mexican Cultural and Literary Studies discussion group. He can be reached by email at rmirwin@ucdavis.edu.

Michael Lazzara (Ph.D. Princeton University) is Associate Professor of Latin American literature and cultural studies. He specializes in contemporary narrative, literature of the Southern Cone, dictatorship and post-dictatorship cultural production, exile, memory, and trauma studies. He is the author of Chile in Transition: The Poetics and Politics of Memory (2006) and Luz Arce: después del infierno (2008), among other books. He recently co-edited Telling Ruins in Latin America (2009) with Vicky Unruh. His current book project is titled “Complicit Bodies: Collaboration and the Ethics of Testimony in Chile’s Transition.” He can be reached by email at mjlazzara@ucdavis.edu.

Adrienne L. Martín (Ph.D. Harvard University) is Professor of Golden Age Spanish Literature. She has published widely in Spain, Latin America and the United States on a variety of topics and genres in Golden Age literature, including Cervantes, humor, sexuality, erotic literature and women’s lyric. She is the author of Cervantes and the Burlesque Sonnet (1991), An Erotic Philology of Golden Age Spain (2008) and co-editor of Venus venerada: tradiciones eróticas de la literatura española (2006), Venus venerada II: Literatura erótica y modernidad en España (2007), and Spain’s Multicultural Legacies. Studies in Honor of Samuel G. Armistead (2008). She teaches Golden Age Lyric Poetry, Prose and Theater; Cervantes; Don Quijote; Women in Golden Age Literature; Erotic Literature; Drama and Performance. She can be reached by email at almartin@ucdavis.edu.

Cristina Martinez-Carazo (Ph.D. University of California, Davis) is Associate Professor of Spanish Literature and a native of Spain. She has taught at UC Davis since 1995. Her research and publications focus on Spanish culture and film, art history and 19th and contemporary Spanish novel. She has published the following books: Contemporary Spanish Fiction. Dictionary of Literary Biography (Co-editor) (2005); De la visualidad literaria a la visualidad fílmica en La Regenta de Clarín. Gijón, Asturias: Llibros del Pexe (2006); Hispanismo y cine. (Co-editor) (2007); Spain’s Multicultural Legacies (Co-editor) (2008). She just finished a book on Spanish exile in the United States. She has developed and been an instructor for Education Abroad programs and Summer Sessions Abroad. She can be reached by email at cmmartinezcarazo@ucdavis.edu.

Robert Patrick Newcomb (Ph.D. Brown University) is Assistant Professor of Luso-Brazilian Studies. He specializes in comparative Luso-Hispanic studies and 19th and 20th century Brazilian and Spanish American
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Ana Peluffo (Ph.D. New York University) is Associate Professor of Latin American literature and cultures. Her areas of scholarly interest include nineteenth-century Latin American studies, gender, film and visual cultures. She is the author of Lágrimas Andinas: *Sentimentalismo, género y virtud republicana en Clorinda Matto de Turner* (Pittsburgh: ILLI, 2005), *Pensar el Siglo XIX desde el siglo XXI: Nuevas miradas y lecturas* (editor, 2009); and *Masculinidades del siglo XIX en América Latina* (co-edited with Ignacio Sánchez Prado, 2009). Her essays have appeared in journals such as "The Latin American Literary Review", "A contracorriente", "Revista Iberoamericana", "Revista de crítica literaria latinoamericana", "Nómada", "Chasqui", and "Revista de estudios hispánicos", among others, as well as in several critical collections. She is currently working on the politics of affect and emotion in Latin American literature and film. She can be reached by email at aopeluffo@ucdavis.edu.
DEPARTMENT CHAIR

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GRADUATE ADVISERS

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**Linguistics Adviser(s)**
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612B Sproul  cmcolombi@ucdavis.edu

GRADUATE PROGRAM COMMITTEE

2012-2013
Ana Peluffo, Chair  Robert Blake  Cristina Martinez-Carazo
Marta Altisent  Travis Bradley  Cecilia Colombi (ex-Officio)
Leo Bernucci  Michael Lazzara

STUDENT REPRESENTATIVES

**Literature Representative**
Mary Curtis (2006-07)
Mary Curtis (2007-08)
Matt Russell (2008-09)
Sergio Díaz-Luna (2009-10)
Emily Kuffner (2010-11)
Emily Davidson (2011-12)
TBA (2012-13)

**Linguistics Representative**
Veronica Loureiro-Rodriguez (2006-07)
Veronica Loureiro-Rodriguez (2007-08)
Kelly Bilinski (2008-09)
Dalia Magaña (2009-10)
Jenny Nadaner (2010-11)
Carolina Viera (2011-12)
TBA (2012-13)
GRADUATE HANDBOOK

MENTORING GUIDELINES

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. Because of the uncertainty as to the nature of mentoring, the UC-Davis Graduate Council has outlined the following mentoring roles to guide the relationship between faculty and graduate students. Faculty and graduate students must realize that, while the major professor will be the primary mentor during a student's career at UCD, many of the mentoring "functions" defined below may be performed by program faculty other than the major professor. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to insure successful mentoring and these are also indicated below.

Faculty have a responsibility to mentor graduate students. Mentoring has been defined as....

I. Guiding students through degree requirements. This means:
   1. Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion.
   2. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.

II. Guiding students through thesis or dissertation research. This means:
   1. Evaluating clearly the strengths and weaknesses of the student's research.
   2. Encouraging an open exchange of ideas, including pursuit of the student’s ideas.
   3. Checking regularly on progress.
   4. Critiquing written work.
   5. Providing and discussing clear criteria for authorship of collaborative research.
   6. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc.
   7. Being aware of student's research needs and providing assistance in obtaining required resources. For example, serve as the student's advocate for necessary desk and/or laboratory space.

III. Guiding students through professional development. This means:
   1. Providing guidance and serving as a role model for upholding the highest ethical standards.
   2. Treating students respectfully.
   3. Encouraging and critiquing oral and written presentations.
4. Encouraging participation in professional meetings of regional groups as well as of learned societies.

5. Facilitating interactions with other scholars, on campus and in the wider professional community.

6. Assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.

7. Being the student’s advocate in academic and professional communities.

8. Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner.

9. Recognizing and giving value to the idea that there are a variety of career options available to the student in her/his/your field of interest and accepting that the student’s choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student’s goals.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

I. Be aware of their own mentoring needs and how they change through their graduate tenure. Graduate students should discuss these changing needs with their mentors.

II. Recognize that one faculty member may not be able to satisfy all of a student’s mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described above.

III. Recognize that their mentoring needs must respect their mentor’s other responsibilities and time commitments.

IV. Maintain and seek regular communication with their mentors, especially their major professor.

While we have tried to provide examples of what mentoring means, we recognize that each discipline will provide its own special set of mentoring needs and challenges. We recommend that each graduate program meet to define what “good mentoring” means to and for its faculty and graduate students.

Approved by UC Davis Graduate Council

June 24, 1999

GUIDELINES FOR CHOOSING MENTORS

1. The three graduate advisers will serve as the default mentors for all incoming graduate students during their first year.

2. Students must choose a mentor according to their respective interests by the end of their first year. This mentor must be a ladder-rank member of the department.
3. After candidacy, the mentor is defined as the dissertation director (first reader), who can be from any department, subject to approval by the graduate advisers or graduate committee.

PROBLEM SOLVING: WHERE TO GO AND WHOM TO ASK

In all situations, conflicts and misunderstandings sometimes arise. The desire of the faculty and staff in the Spanish Graduate Program is for each student to achieve their academic goals without conflict, however, should a situation arise, students are advised to seek assistance in the following manner. First, if possible, speak directly to the person with whom there is a problem. If this is not possible for any reason, then seek advice from your mentor or the graduate adviser. If the person in conflict is your mentor or graduate adviser, then seek advice from the department chair. If you feel the matter is not solved within the program, you may seek the assistance of a Graduate Program Manager in the Office of Graduate Studies. These managers represent the Dean of Graduate Studies and can determine if intervention by other campus agencies (i.e., the Graduate Dean, Student Judicial Affairs, Sexual Harassment Office, etc.) is necessary.

In academic matters, the campus operates under a Code of Academic Conduct. Following is that code and the responsibilities for the parties involved.

UC DAVIS CODE OF ACADEMIC CONDUCT

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.

Examples of academic misconduct include:

- receiving or providing unauthorized assistance on examinations
- using unauthorized materials during an examination
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or references
- using false excuses to obtain extensions of time

The ultimate success of a code of academic conduct depends largely on the degree to which students themselves willingly support it.

THE RESPONSIBILITIES OF STUDENTS
The following recommendations are made for students:

- Be honest at all times.

- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.

- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.

- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.

- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.

- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.

- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

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THE RESPONSIBILITIES OF FACULTY

The faculty is responsible for teaching courses and is governed by its own legislation. Regulation 550 of the Davis Division of the Academic Senate governs the conduct of examinations and adjudication of allegations of academic dishonesty. This section of the Code of Academic Conduct is offered as advice on means for maintaining a spirit of integrity and academic honesty.

The following recommendations are made for the faculty:

- Clearly inform students of course and grading requirements, and of standards of scholarship and conduct to be observed on assignments.

- Use examination formats that discourage academic misconduct.

- In cooperation with the administration (campus, college and department), try to minimize problems arising from crowded examination conditions. Alternate seating should be provided during examinations when possible.

- Call attention to the Code of Academic Conduct and take other steps to reinforce a sense of honesty and integrity in students.

- Tell students how to report violations of the Code.
Monitor examinations. A monitor is an individual (instructor, teaching assistant or designated student) who is present in the room during examinations to answer students’ questions and to assist students in their efforts to follow the Code of Academic Conduct. A monitor who observes students violating the Code can tell them to cease, record their names, and report them to the Office of Student Judicial Affairs. Students cannot be prevented from completing an examination simply because it is suspected that they have cheated.

Use grades to evaluate academic performance, not as punishment for unethical behavior. Under Regulation 550, a grade of "0" or "F" may be assigned to examinations or assignments on which cheating, plagiarism or any other form of academic dishonesty is admitted or determined to have occurred by proper adjudication. If the student admits or is determined after adjudication to have committed a violation of the Code of Academic Conduct which does not involve dishonesty, the faculty member may assign an appropriate grade penalty for the misconduct.

THE RESPONSIBILITIES OF THE ADMINISTRATION

The following recommendations are made for the administration:

- Provide physical settings for examinations that minimize opportunities for cheating.
- Provide technical assistance for instructors, through the Teaching Resources Center and other sources, in preparing and administering examinations to minimize opportunities for academic misconduct.
- Appoint adjudication committees to deal promptly and justly with cases of alleged academic dishonesty so the procedures gain and hold the confidence of students and instructors. Basic procedural fairness is to be insured in all disciplinary procedures.

UC DAVIS GRADUATE COUNCIL OBJECTIVES FOR GRADUATE EDUCATION

Approved – March 28, 2005

Graduate education provides advanced academic training and research specialization within a particular field of study to foster the development of scholars for careers in innovative research and teaching to benefit humankind. Toward these ends, the objective of graduate education at UC Dvis is to develop individuals who are:

- Ethical citizens and scholars with knowledge and appreciation of the diversity of intellectual and creative activity.
- Independent, innovative researchers adept at creative and critical thought.
- Leaders in the creation of new knowledge and understanding of the world and our activities in it.
- Excellent communicators with outstanding teaching and mentoring skills.
- Achievers successful in collaborative and cooperative ventures.
Following establishment of eligibility, the Disability Specialist, in consultation with the student, will determine what academic accommodations are necessary to allow the student to access the University's educational opportunities. Each student’s accommodations are individually tailored to meet the student’s disability-related needs and are based upon the student’s current functional limitations and the requirements of the specific classes in which the student is enrolled or placement exam being taken.

**Academic Accommodations**

Students must request academic accommodations prior to or at the beginning of each quarter by completing an SDC Accommodation Request Form. Deaf or hard-of-hearing students who will be using interpreters or captioners must complete the SDC Accommodation Request Form for D/HH Students. Copies of this form are available for printing online or in the SDC reception area. Disability Specialists can assist students in completing these forms. All accommodations must be approved by your Disability Specialist. The University is not required to provide any academic accommodation that would result in a fundamental alteration of the academic program.

Please note that it can take up to two weeks to process accommodation requests, so it is very important to submit the request form early. Requests for notetakers and other auxiliary services should be submitted before the beginning of classes, or soon after classes start. Requests for exam accommodations should be submitted far enough in advance of the exam date to allow adequate advance notice to the instructor. The forms submitted should be complete and legible to prevent delay.

If classroom or examination accommodations are approved, the student will receive an accommodation letter with instructions regarding notifying instructors of the accommodations authorized. If notetaker or auxiliary services are approved, the student will receive instructions on how to locate and work with service providers. Please note that the SDC will not pay for notetaker or auxiliary services unless the Disability Specialist has authorized them in advance. Thus, it is important to submit an accommodation request for each quarter in which the student wishes to receive services, even if such services have been authorized in the past.
# M.A. – PH.D. ADVISING FORM: SPECIALIZATION IN LITERATURE

**NAME:**

**DEGREE GOAL:**

**QUARTER ENTERED:**

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<th>Required Courses for the M.A.</th>
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<td><strong>SPA 203 (Research Methodology)</strong></td>
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<td>or <strong>CRI 200A (Approaches to Critical Theory)</strong></td>
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<td><strong>Elective Graduate Seminar</strong></td>
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<tr>
<td><strong>Elective Graduate Seminar</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPA 299s (no more than 4 units)**

36 units total – No more than 4 units of SPA 299 may be included in this total.

**M.A. EXAM DATES:**

**DECISION:**

**COMMITTEE MEMBERS:**

See other side for Ph.D. Requirements
Ph.D. requirements include M.A. required courses, in addition to the following:

<table>
<thead>
<tr>
<th>Quarter Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 202 (Literary Theory II)</td>
<td></td>
</tr>
<tr>
<td>or CRI 200B (Problems in Critical Theory)</td>
<td></td>
</tr>
<tr>
<td>SPA _______ 2nd Linguistics Requirement</td>
<td></td>
</tr>
<tr>
<td>(select from SPA 205-215, 291)</td>
<td></td>
</tr>
<tr>
<td>____________ Elective Graduate Seminar</td>
<td></td>
</tr>
<tr>
<td>SPA 299 (no more than 12 units, including M.A. work)</td>
<td></td>
</tr>
</tbody>
</table>

48 units total (SPA 299 cannot count for more than 12 units of this requirement)

LANGUAGE REQUIREMENT I: _______________________________ DATE: _____________

LANGUAGE REQUIREMENT II: _______________________________ DATE: _____________

DATE OF DISSERTATION PROSPECTUS (DUE 6WKS BEFORE QE): _____________

DATES OF QUALIFYING EXAM PART I: _____________ PART II: _____________

ORAL EXAM: _____________

COMMITTEE MEMBERS: _______________________________

DISSERTATION DIRECTOR: _______________________________

COMMITTEE MEMBERS: _______________________________
# M.A. – PH.D. ADVISING FORM: SPECIALIZATION IN LINGUISTICS

NAME: 

DEGREE GOAL: 

QUARTER ENTERED: 

<table>
<thead>
<tr>
<th>Required Courses for the M.A.</th>
<th>Quarter Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPA 203</strong> (Research Methodology)</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA 205</strong> (Spanish Phonology)</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA 206</strong> (Spanish Syntax)</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA 207</strong> (History of the Spanish Language)</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA 212</strong> (Applied Linguistics)</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA ______</strong> Literature Requirement</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td>(Graduate Seminar in Spanish or Latin-American Literature)</td>
<td></td>
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<tr>
<td>___________ Elective Graduate Seminar</td>
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<td>___________ Elective Graduate Seminar</td>
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<tr>
<td>___________ Elective Graduate Seminar</td>
<td>________________</td>
<td>______</td>
</tr>
<tr>
<td><strong>SPA 299</strong> (no more than 4 units)</td>
<td>________________</td>
<td>______</td>
</tr>
</tbody>
</table>

**36 units total – No more than 4 units of SPA 299 may be included in this total.**

M.A. Exam Date: ______________________ Decision: ______________________

Committee Members: __________________________________________________________

See other side for Ph.D. Requirements
Ph.D. requirements include core M.A. courses, in addition to the following:

<table>
<thead>
<tr>
<th>Quarter Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA ________ 2\textsuperscript{nd} Literature Requirement</td>
<td>________</td>
</tr>
<tr>
<td>(Graduate Seminar in Spanish or Latin-American Literature)</td>
<td></td>
</tr>
<tr>
<td>________ Elective Graduate Seminar</td>
<td>________</td>
</tr>
<tr>
<td>________ Elective Graduate Seminar</td>
<td>________</td>
</tr>
</tbody>
</table>

SPA 299s (no more than 12 units, including M.A. work) ________ ________

\textbf{48 units total (SPA 299 cannot count for more than 12 units of this requirement)}

LANGUAGE REQUIREMENT I: ___________________________ DATE: ________________

LANGUAGE REQUIREMENT II: ___________________________ DATE: ________________

DATE OF DISSERTATION PROSPECTUS (DUE 6WKS BEFORE QE): ________________

DATES OF QUALIFYING EXAM

<table>
<thead>
<tr>
<th>PART I:</th>
<th>PART II:</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

ORAL EXAM: ________

COMMITTEE MEMBERS: ________________________________________________

DISSERTATION DIRECTOR: ____________________________________________

COMMITTEE MEMBERS: ______________________________________________
RESIDENCE REQUIREMENTS

M.A. Degrees: Must be in residence for a minimum of three regular quarters of full-time enrollment (12 units per quarter). Two six-week summer sessions may be counted as the equivalent of one regular quarter for purposes of satisfying this requirement. A minimum of two units must be taken in each summer session.

Ph.D. Degrees: Must be in residence for a minimum of six regular quarters of full-time enrollment (12 units per quarter). Two six-week summer sessions may be counted as the equivalent of one regular quarter for purposes of satisfying this requirement. A minimum of two units must be taken in each summer session.

COURSE LOAD

Graduate students must enroll in 12 units each quarter to be considered full-time. Part-time students are limited to no more than 6 units per quarter. Doctoral students advanced to candidacy are not eligible for part-time status.

Teaching Assistants are expected to enroll in 12 units of course work while serving as a TA. To bring enrollment up to 12 units, professional development units (e.g., 390, 396, 397) can be used.

Graduate Student Researchers must be enrolled in 12 units of course work while serving as a GSR. To bring enrollment up to 12 units, 299 research units can be used.

No graduate student may enroll in more than 16 units of 100, 200 and 300 level courses combined, or in more than 12 units of 200 level course work, without approval of the Associate Dean of Students.

GRADING OPTIONS

A grade average of B or better must be maintained in courses taken for the degree. On receipt of a grade of C or lower in any course, a candidate will be warned. A second grade of C or lower will be regarded as grounds for disqualification. Lower division courses are excluded in arriving at the graduate GPA.

A student may take one graded course per quarter on a satisfactory/unsatisfactory basis. Approval of the graduate adviser is required for this option. Only courses that do not fulfill program requirements can be taken on an S/U basis. See the graduate staff to obtain an petition, which must be completed by the published deadline.

To receive an S grade in lower- or upper-division work, a student must achieve at least a C- or better. To receive an S grade in a graduate course, the student must do B- or better work.
M.A. DEGREE IN SPANISH LITERATURE – PLAN II

REQUIREMENTS

1. Completion of at least 36 units, chosen in consultation with the graduate adviser. No more than 4 units of SPA 299 may be included in this total.

   1 unit  SPA 203 (Research Methodology)

   4 units  SPA 201 (Literary Theory I) or CRI 200A (Approaches to Critical Theory)

   4 units  Linguistics course – chosen from SPA 205-215, 291

   8 units  Two graduate seminars in Spanish Literature – chosen from SPA 222-224, 252-265

   8 units  Two graduate seminars in Latin-American Literature – chosen from SPA 230-231, 272-285

   11 units  Three elective graduate seminars

   36 Total Units

2. Successful completion of a comprehensive written and oral examination on all areas specified in the M.A. literature reading list:

   Medieval, Golden Age, Modern/Contemporary Peninsular

   Pre-1900, Modern/Contemporary Latin American

STUDY PROGRAM

Students are required to meet with the appropriate graduate adviser at the beginning of the first quarter of study and are strongly encouraged to meet with them each quarter thereafter.

New graduate students with teaching appointments are required to take SPA 390 (The Teaching of Spanish in College) during their first quarter of teaching. Exceptions can be made for students with acceptable prior teaching experience. Students taking SPA 390 should enroll in at least one other seminar. Students have the option of using 4 units of SPA 396 (Teaching Assistant Training Practicum) in any quarter in order to total the required 12 units.

In subsequent quarters students must take two seminars but are encouraged to take three. Students should be aware that required courses might not be offered more than once during their course of study, therefore, they are encouraged to take required courses as they are offered.

The M.A. exam will be taken no later than the end of the 6th quarter of graduate work.
READING LIST

Reading List: Master of Arts with emphasis in Hispanic Literature (Updated 2011)

A. SPANISH LITERATURE

1. El Cantar de Mío Cid

2. Gonzalo de Berceo, Milagros de nuestra Señora, Clásicos Castellanos; Introducción y sus dos primeros milagros.

3. Don Juan Manuel, El Conde Lucanor, Castalia; Introducción y los siguientes cuentos (5):

   (V) "Un raposo con un cuervo que tenía un pedaço de queso en el pico"
   (XI) "Un Deán de Santiago con D. Yllán, el gran maestro de Toledo"
   (XXIX) "Un raposo que se echó en la calle et se fizo muerto"
   (XXXII) "Un rey con burladores que fizeron el paño"
   (XXXV) "Un mancebo que casó con una mujer muy fuerte et muy Brava"

4. Juan Ruiz (El Arcipreste de Hita), Libro de buen amor

5. Jorge Manrique, "Coplas por la muerte de su padre"

6. La Celestina

7. Ramón Menéndez Pidal, Flor nueva de romances viejos (Colección Austral No. 100)

8. Lazarillo de Tormes

9. Miguel de Cervantes: Don Quijote

10. Poesía escogida de Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Luis de Góngora y Francisco de Quevedo en Poesía lírica del Siglo de Oro. Ed. Elias Rivers (Madrid: Cátedra)

11. Lope de Vega, Fuenteovejuna y El Caballero de Olmedo

12. Tirso de Molina, El burlador de Sevilla

13. Calderón de la Barca, La vida es sueño y El alcalde de Zalamea

14. Gustavo A. de Becquer, Rimas

15. Benito Pérez Galdós, Torquemada en la hoguera y La de Bringas

16. Ramón del Valle Inclán, Sonata de otoño
17. Miguel de Unamuno, Niebla y San Manuel Bueno, mártir

18. Poesía escogida de la Antología de poesía española del siglo XX de Gustavo Correa: Antonio Machado (99-115), Juan Ramón Jiménez (69-97), Jorge Guillén (167-182), Federico García Lorca (201-222), Luis Cernuda (293-304), Miguel Hernández (311-321), Vicente Aleixandre (241-259); Pedro Salinas La voz a ti debida; Ángela Figuera, Claudio Rodríguez, Blanca Andreu, Ana Rosetti (selección).

19. Federico García Lorca, La casa de Bernarda Alba; o Yerma

20. José Ortega y Gasset, opción a: La rebelión de las masas; b: La deshumanización del arte

21. Camilo José Cela, La familia de Pascual Duarte

22. Luis Martín Santos, Tiempo de silencio

23. Francisco Ayala, "El Inquisidor" or Ramón Sender Requiem por un campesino español.

24. Ana María Matute, Cuentos de Artamila, (selección de 2 cuentos); Manuel Rivas, "La lengua de las mariposas"; Mercé Rodoreda 'Mi Cristina'

25. Carmen Martín Gaite, Nubosidad variable or Rosa Montero, Amado Amo


27. Javier Cercas, Soldados de Salamina;

28. Javier Marías, Corazón tan blanco

29. Muñoz Molina. Sefarad (Selección)

Películas

30. Viridiana. Buñuel

31. Todo sobre mi madre. Almodóvar

B. SPANISH AMERICAN LITERATURE

1. Popol Vuh: “La muerte de los muñecos de palo”; “Historia de Ixquic”

2. Cristóbal Colón, “Primer viaje”: del 11 de octubre al 16 de enero


4. Inca Garcilaso de la Vega, Los comentarios reales. Libro I, Capítulos XV, XIX; Libro II, Capítulo II; Libro IV, Capítulos XX-XXIV; Libro VI, Capítulos VIII-IX
5. Bartolomé de las Casas, Historia de las Indias: “La rebelión de Enriquillo” (Libro III, Capítulos CXXV-CXXVII)

6. Felipe Guaman Poma de Ayala, El primer nueva corónica y buen gobierno, Capítulos 1, 2, 6, 19 (http://www.kb.dk/elib/mss/poma/)

7. Sor Juana Inés de la Cruz, Respuesta a Sor Filotea de la Cruz (completa); Redondilla: “Hombres necios que acusáis...”; Sonetos: “Éste, que ves, engaño colorido...”, “¿En perseguirme, Mundo...?”; “Detente sombra...”, “Esta tarde, mi bien, cuando te hablaba”

8. Simón Bolívar, “Carta de Jamaica”


10. Esteban Echeverría, "El matadero"

11. Domingo F. Sarmiento, Facundo. Parte I, Capítulos I-II; Parte II, Capítulo I

12. Gertrudis Gómez de Avellaneda, Sab or Clorinda Matto de Turner, Aves sin nido

13. José Hernández, El gaucho Martín Fierro, La vuelta de Martín Fierro


17. Alfonso Storni, “Hombre pequeño”, “Tú me quieres blanca”, “Epitafio para mi tumba”

18. Gabriela Mistral, “Todas íbamos a ser reinas”, “Sonetos de la muerte”, “Pan”


20. Mariano Azuela, Los de abajo or Teresa de la Parra, Las memorias de Mamá Blanca

21. José Vasconcelos, La raza cósmica

22. José Carlos Mariátegui, Siete ensayos de interpretación de la realidad peruana: “El problema del indio”, “El problema de la tierra”


25. Emilio Fernández, María Candelaria

27. Octavio Paz, El laberinto de la soledad, Capítulos I-IV


29. Rosario Castellanos, Balún Canán or José María Arguedas, Los ríos profundos

30. Juan Rulfo, Pedro Páramo


32. Alejo Carpentier, “Viaje a la semilla”; El reino de este mundo: “Prólogo” (only)

33. Gabriel García Márquez, Cien años de soledad

34. Manuel Puig, El beso de la mujer araña

35. Elena Poniatowska, La noche de Tlatelolco or Rigoberta Menchú, Me llamo Rigoberta Menchú y así me nació la conciencia


37. Tomás Gutiérrez Alea, Memorias del subdesarrollo

38. Ángel Rama, La ciudad letrada


41. Tomás Rivera, Y no se lo tragó la tierra

42. Gloria Anzaldúa, Borderlands/la frontera: The New Mestiza (Capítulos 1-7)

43. Diamela Eltit, Lumpérica

44. Néstor García Canclini, Culturas híbridas (“Entrada”; “Contradicciones latinoamericanas”; “Culturas híbridas, poderes oblicuos”)

45. Lucrecia Martel, La ciénaga
1. Completion of at least 5 graduate level (200) seminar courses and at least 4 elective seminars in Hispanic linguistics and literature. Two elective seminars may be taken outside the department with the approval of the graduate adviser. The total unit requirement for Graduate Studies is 36 units. No more than 4 units of SPA 299 may be included in this total.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SPA 203 (Research Methodology)</td>
</tr>
<tr>
<td>4</td>
<td>Literature course (Graduate Seminar in Spanish or Latin-American Literature)</td>
</tr>
<tr>
<td>4</td>
<td>SPA 205 (Spanish Phonology)</td>
</tr>
<tr>
<td>4</td>
<td>SPA 206 (Spanish Syntax)</td>
</tr>
<tr>
<td>4</td>
<td>SPA 207 (History of the Spanish Language)</td>
</tr>
<tr>
<td>4</td>
<td>SPA 212 (Applied Linguistics)</td>
</tr>
<tr>
<td>15</td>
<td>Four elective graduate seminars</td>
</tr>
</tbody>
</table>

36 Total Units

2. Successful completion of a comprehensive written and oral examination on three fields –two from group I and one from group II, as listed below:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology/Dialectology</td>
<td>Literature</td>
</tr>
<tr>
<td>History of Spanish</td>
<td>Pragmatics</td>
</tr>
<tr>
<td>Syntax</td>
<td>Semantics</td>
</tr>
<tr>
<td></td>
<td>Sociolinguistics</td>
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<tr>
<td></td>
<td>Applied Linguistics</td>
</tr>
</tbody>
</table>
STUDY PROGRAM

Students are required to meet with the appropriate graduate adviser at the beginning of the first quarter of study and are strongly encouraged to meet with them each quarter thereafter.

New graduate students with teaching appointments are required to take SPA 390 (The Teaching of Spanish in College) during their first quarter of teaching. Exceptions can be made for students with acceptable prior teaching experience. Students taking SPA 390 should enroll in at least one other seminar. Students have the option of using 4 units of SPA 396 (Teaching Assistant Training Practicum) in any quarter in order to total the required 12 units.

In subsequent quarters students must take two seminars but are encouraged to take three. Students should be aware that required courses might not be offered more than once during their course of study, therefore, they are encouraged to take required courses as they are offered.

The M.A. exam will be taken no later than the end of the 6th quarter of graduate work.

READING LIST

Reading List: Master of Arts with emphasis in Linguistics
Updated 2011

PHONOLOGY/DIALECTOLOGY

Reference:


HUALDE, José Ignacio, Antxon Olarrea, Anna María Escobar, Catherine E. Travis. 2009. Introducción a la lingüística hispánica. Cambridge, UK: Cambridge University Press. [chapters 2, 3, and 7]


Books:


LIPSKI, John M. Latin American Spanish. London: Longmans

Articles:


SYNTAX

Reference:


**Books:**


**Articles:**


LUJAN, Marta. 1979. 'A Semantic Analysis of the Spanish Copulative Verbs'. in Linguistics Symposium on Romance Languages, IX. 126-146.


HISTORY

Reference:


Books:


or


Articles:


PRAGMATICS/DISCOURSE ANALYSIS

Reference:


(Eco, H; Ervin-Tripp, S., etc.)

Books:
BROWN, Gillian and George Yule. 1983 Discourse Analysis. Cambridge: CUP.


LAVANDERA, Beatriz. 1984 Variación y significado, Buenos Aires: Hachette. (Chapters 2 and 3)


APPLIED LINGUISTICS

Reference:

Books:

CHAUDRON, Craig. 1988. Second Language Classrooms. Cambridge/ New York: CUP. (Chapters 5-6)


or


Articles:


M.A. COMPREHENSIVE EXAM

FORMAT AND CONTENT OF M.A. EXAM IN LITERATURE

The M.A. comprehensive exam is taken at the end of all coursework, typically in the sixth quarter of graduate study. The exam committee and its chair are determined by the Graduate Program Committee and consists of three professors from the department, who compose and administer the exam; the chair of the exam committee may be the student’s major professor.

The comprehensive exam contains two parts: an 8-hour written exam and a subsequent 1-hour oral exam. The format of the written exam is a combination of four essay questions and five brief identifications from a selection of ten.

The exam is based on the M.A. Reading List, which is drawn from all the required courses (see Graduate Handbook: http://spanish.ucdavis.edu/graduate). Students are responsible for all texts on the reading list, although probably not all will be covered on the exam due to time constraints. The questions are divided into the following sub-fields: Medieval/Golden Age, Modern/Contemporary Peninsular; Pre-1900, Modern/Contemporary Latin American.

The written exam, to which students may not bring any notes or reference materials, lasts one full day, from 8 am to 5 pm. Students are given the complete exam at 8 am and must turn in their typed responses by 5 pm. Students are required to take from a minimum of a half hour to a maximum of hour for a lunch break. Students should not look at any notes or reference materials during their break. There is no minimum or maximum number of pages for this exam; as a rough guideline, answers generally range from two to five double spaced pages for each question. Following completion of the written exam, the oral exam is scheduled within the next seven days.

Should a student not pass either the written or oral component of the comprehensive exam, they will be allowed one additional retake of the exam, but only if the graduate adviser agrees. The second attempt will be scheduled within one quarter and will cover only the part(s) of the exam that the student failed. Students who fail to retake the exam within one quarter or who do not pass on the second attempt will be recommended to the Dean of Graduate Studies for disqualification from the program.

Students are encouraged to look at previous exams, which are available from the graduate program staff. There is available a list of suggested critical readings to accompany the M.A. Reading List. These readings are not required, but are provided to guide students in preparing for the exam. Students should also consult professors for guidance and assistance in preparing for the exam.

FORMAT AND CONTENT OF M.A. EXAM IN LINGUISTICS

The M.A. comprehensive exam is taken at the end of all coursework, typically in the sixth quarter of graduate study. The exam committee is determined by the Graduate Program Committee and consists of three professors from the department, who compose and administer the exam.

The comprehensive exam consists of an 8-hour written exam. The format of the written exam is six essay questions from three topics; two for each topic. The exam is based on the M.A. Reading List, which is drawn from all the required courses (see Graduate Handbook: http://spanish.ucdavis.edu/graduate). Students are responsible for all texts on the reading lists in the fields that they choose, although probably not all will be
covered on the exam due to time constraints. Students choose two fields from among Phonology/Dialectology, History of Spanish, and Syntax; and one field from among Literature, Pragmatics, Semantics, Sociolinguistics, and Applied Linguistics.

The written exam, to which students may not bring any notes or reference materials, lasts one full day, from 8 am to 5 pm. Students are given the complete exam at 8 am and must turn in their typed responses by 5 pm. Students are required to take from a minimum of a half hour to a maximum of hour for a lunch break. There is no minimum or maximum number of pages for this exam; as a rough guideline, answers generally range from two to five double spaced pages for each question. Following completion of the written exam, the oral exam is scheduled within the next seven days.

Should a student not pass the comprehensive exam, they will be allowed one additional retake of the exam, but only if their graduate adviser agrees. The second attempt will be scheduled within one quarter. Students who fail to retake the exam with one quarter or who do not pass on the second attempt will be recommended to the Dean of Graduate Studies for disqualification from the program.

Students are encouraged to look at previous exams, which are available from the graduate program staff.

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**PROCEDURE FOR CONTINUATION TO PH.D.**

All MA students will be advised when they begin the program that they must prepare and submit a statement of purpose for the Ph.D by the first day of spring quarter prior to their MA exam. Students should also have identified a mentor that they will work with should they continue for the Ph.D.

Students planning to continue for the Ph.D. after successful completion of their M.A. exam, must also complete the Petition for Change of Graduate Major, Degree Objective, or for Double Graduate Major. This form is available from the Graduate Studies web site (gradstudies.ucdavis.edu/forms/forms.htm) or from the graduate program assistant. The Graduate Program Committee will review the student’s portfolio and statement. If the Committee determines that a student should not continue for the Ph.D., the student will be awarded a terminal M.A. If the Committee approves a student’s petition, the student will receive an M.A. and continue for the Ph.D.
## NORMAL PROGRESS SCHEDULE

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>REQUIREMENT</th>
</tr>
</thead>
</table>
| 1       | Meet with adviser in field to plan course of study.  
          | New TAs take SPA 390. Begin taking required courses. |
| 2       |             |
| 3       |             |
| 4       |             |
| 5       | Submit Master's Candidacy form to Graduate Studies.  
          | Prepare statement of purpose if considering continuing for Ph.D. |
| 6       | Graduate Committee selects exam committee members and coordinates with graduate program assistant and student to determine exam date.  
          | M.A. comprehensive exam |
PH.D. DEGREE IN SPANISH

COURSE REQUIREMENTS

Upon entering the program, students will choose a specialization in either literature or linguistics. The specific details of each student’s program will be developed in consultation with the graduate adviser and/or mentor with the following general requirements.

The Ph.D. program requires a minimum of 48 units, chosen in consultation with the graduate adviser. No more than 12 units (including MA work) of SPA 299 may be counted toward the 48 units requirement.

**Literature** students will take the following courses:

1 unit  SPA 203 (Research Methodology)
4 units  SPA 201 (Literary Theory I) or CRI 200A (Approaches to Critical Theory)
4 units  SPA 202 (Literary Theory II) or CRI 200B (Problems in Critical Theory)
8 units  **Two Linguistics courses** – chosen from SPA 205-215, 291
8 units  **Two graduate seminars in Spanish Literature** – chosen from SPA 222-224, 252-265
8 units  **Two graduate seminars in Latin-American Literature** – chosen from SPA 230-231, 272-285
15 units  Four elective graduate seminars

48 units total (including no more than 12 units of SPA 299)

**Linguistics** students will take the following courses:

1 unit  SPA 203 (Research Methodology)
8 units  **Two Literature courses** (Graduate Seminar in Spanish or Latin-American Literature)
4 units  SPA 205 (Spanish Phonology)
4 units  SPA 206 (Spanish Syntax)
4 units  SPA 207 (History of the Spanish Language)
4 units  SPA 212 (Applied Linguistics)
23 units  Six elective graduate seminars

48 units total (including no more than 12 units of SPA 299)

FOREIGN LANGUAGE REQUIREMENT
As early as possible, Ph.D. students will demonstrate competence in reading comprehension in two languages other than English and Spanish which are pertinent to the student's research, with at least one of these being French, German, Italian, or Portuguese. The second language can be one of these four languages also. The language requirement must be fulfilled before being admitted to the qualifying exam.

Students may satisfy language requirements in any of the following ways:

- Take and pass an exam which tests reading comprehension and translation.
- Take and pass with a B+ or better three quarters of the language.
- Take and pass with a B+ or better the third quarter of the language (i.e., FRE 3, ITA 3, etc.)

If a student chooses to take an exam, he or she should provide two books of critical literature in his or her subject for approval by the examiner. The exam will consist of material taken from these approved sources. Once the books are approved, the exam is set up by the graduate program assistant and the books are returned to the student for final review. The test is made up of two sections: 1) ten or fifteen lines for idiomatic translation into English or Spanish, and 2) a section, chapter, or article for summarizing (not paraphrasing) the main ideas only. The student may use a dictionary and has two (2) hours to complete the exam. The final product must read well in English or Spanish.

DESIGNATED EMPHASES

Spanish graduate students may participate in a Designated Emphasis (DE), a specialization that might include a new method of inquiry or an important field of application which is related to their existing Ph.D. program. The Designated Emphasis is awarded in conjunction with the Ph.D. degree and is signified by a transcript designation; for example, “Ph.D. in Spanish with a Designated Emphasis in Critical Theory.”

The Graduate Program in Spanish is affiliated with 7 Designated Emphases:  African American and African Studies; Classics and Classical Receptions; Critical Theory; Feminist Theory and Research; Native American Studies; Second Language Acquisition; and Studies in Performance and Practice. Students interested in completing a DE in conjunction with their Ph.D. program should submit the Application for Designated Emphasis. The form is available from the graduate program assistant and must be signed by the student, the student’s graduate advisor and the chair of the DE. The student must be admitted to the DE prior to taking the qualifying exam.

Students must complete all the requirements for the Spanish program, as well as the courses required for the selected DE (see the following list of DE requirements). A faculty member representing the DE must serve on the student's qualifying exam committee and dissertation committee. The student will be examined on the DE as part of the qualifying exam.

Specific questions about DE requirements should be addressed to the staff contact or DE chair. Contact information is listed in the following table.
<table>
<thead>
<tr>
<th>DESIGNATED EMPHASIS</th>
<th>CHAIR/DIRECTOR</th>
<th>STAFF CONTACT</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics &amp; Classical Receptions</td>
<td>Emily Albu <a href="mailto:emalbu@ucdavis.edu">emalbu@ucdavis.edu</a></td>
<td>Mandy Bachman <a href="mailto:mbachman@ucdavis.edu">mbachman@ucdavis.edu</a></td>
<td>Completion of two undergraduate courses in either Latin or Greek or equivalent competence. Dissertation will incorporate some aspect of scholarship on Classics and/or Classical Receptions. Classics 200A and 200B. One additional course that may be another course in Classics or a course in another department which emphasizes the connection of Classics and Classical receptions with the student’s field of study.</td>
</tr>
<tr>
<td>Critical Theory</td>
<td>David Simpson <a href="mailto:desimpson@ucdavis.edu">desimpson@ucdavis.edu</a></td>
<td>Mandy Bachman <a href="mailto:mbachman@ucdavis.edu">mbachman@ucdavis.edu</a></td>
<td>Critical Theory 200A – Approaches to Critical Theory Critical Theory 200B – Problems in Critical Theory Critical Theory 200C – History of Critical Theory. The fourth course can be either CRI 201 (Special Topics) or an approved course from student's own department.</td>
</tr>
<tr>
<td>Feminist Theory &amp; Research</td>
<td>Maxine Craig <a href="mailto:mbcraig@ucdavis.edu">mbcraig@ucdavis.edu</a></td>
<td>Jason Sison <a href="mailto:jcsison@ucdavis.edu">jcsison@ucdavis.edu</a></td>
<td>Women's Studies 200A – Current Issues in Feminist Theory Women's Studies 200B – Problems in Feminist Research. Analysis of gender is expected to be a central component of the student’s doctoral research.</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>Beth Rose Middleton <a href="mailto:brmiddleton@ucdavis.edu">brmiddleton@ucdavis.edu</a></td>
<td>Stella Mancillas <a href="mailto:scmancillas@ucdavis.edu">scmancillas@ucdavis.edu</a></td>
<td>The proposed dissertation must incorporate a component of Native American Studies as a category of analysis. Completion of four NAS graduate courses—NAS 200 and three additional NAS courses in the 200 series.</td>
</tr>
<tr>
<td>Second Language Acquisition</td>
<td>Robert Blake <a href="mailto:rjblake@ucdavis.edu">rjblake@ucdavis.edu</a></td>
<td>Mandy Bachman <a href="mailto:mbachman@ucdavis.edu">mbachman@ucdavis.edu</a></td>
<td>LIN 280 – Theories of SLA (or SPA 212, or FRE/GER/SPA 291) LIN 281 – Research in SLA. Two courses from two of the following four areas: Pedagogy, SLA and Multilingualism; SLA in Society, SLA and Cognition. The dissertation topic must have some relevance to SLA.</td>
</tr>
<tr>
<td>Studies in Performance &amp; Practice</td>
<td>Lynette Hunter <a href="mailto:lhunter@ucdavis.edu">lhunter@ucdavis.edu</a></td>
<td>Victoria Dye <a href="mailto:vedye@ucdavis.edu">vedye@ucdavis.edu</a></td>
<td>DRA 200. Two courses from DRA 265A, DRA 265B, DRA 265C, or DRA 265D. A fourth course to be selected in consultation with the student’s DE adviser.</td>
</tr>
</tbody>
</table>
READING LISTS

Literature Specialization

Students of literary and cultural studies are required to construct individualized reading lists that incorporate the following three fields:

1) Depth Field (specialization)

This field may be defined in terms of region/nation, period, or genre (see below for definitions of these terms). This section of the reading list will often reflect a student’s area of research without being merely a basic bibliography of the dissertation, but instead defining an entire field of study. No more than half of the works on this list may be taken directly from the student’s dissertation prospectus.

Region/nation may include any – or any combination – of the following: Spain, Portugal, Iberian Peninsula, Latin America, Mexico, Brazil, Central America, the Caribbean, the Latino US, the Andes, Southern Cone, Transatlantic Hispanic, Lusophone world; any variations subject to the approval of dissertation director.

Periods will normally consist of any – or any combination – of the following: Medieval Iberia, Golden Age Spain, 18th/19th century Iberia, 20th/21st century Iberia, Colonial Latin America, 19th Century Latin America, 20th century Latin America, contemporary Latin America; any divergences from these periodic divisions are subject to the approval of dissertation director.

Genres may include: poetry, prose fiction, essay, crónica, testimonio, cinema or other forms of visual culture, autobiography/memoir or any other genres relevant to the student’s research, in any combination, subject to the approval of dissertation director.

This list should consist of a minimum of 30-40 works of literature (or of nonliterary cultural production, such as film, where appropriate). In addition to these works, appropriate theory, criticism and/or literary/cultural history may be included in this field.

2) Breadth Field

This much more general field should cover Spain/Iberia or Latin America (in its entirety) and encompass at least three periods and/or at least three genres. A transatlantic approach to this field is also possible. This list should be based upon sample lists filed in the Spanish department in the office of the Graduate Program Coordinator. Substitutions may be made to model lists with permission of student’s Major Professor.

This list should consist of a minimum of 30-40 works of literature (or of nonliterary cultural production, such as film, where appropriate). In addition to these works, appropriate theory, criticism and/or literary/cultural history may be included in this field.

3) Third Field options:

a. Theory (postcolonial theory, semiotics, poetics, cultural studies theory, etc.). Such a list would consist of a minimum of 20-25 theoretical works.

b. A second “Depth Field” (see #1 above), which would include a minimum of 20-25 works of literature (or of nonliterary cultural production, such as film, where appropriate). In addition to these works, appropriate theory, criticism and/or literary/cultural history may be included in this field.

c. Designated emphasis (DE): Incorporation of appropriate DE readings into qualifying exams may be a requirement for the fulfillment of DE. Note that any student who wishes to obtain two DEs will need to
include the second DE field as a fourth reading list field. DE reading lists should be constructed according to DE program requirements.

All lists are subject to the approval of the student’s Major Professor. Students should construct their lists using as a basis the lists available from the graduate program staff.

Linguistics Specialization

All Students: A copy of the reading list should be submitted to the graduate program assistant for inclusion in the student’s academic file.

DISSERTATION PROPOSAL

Six weeks before the scheduled date for the qualifying exam, the student must present a dissertation prospectus to his or her exam committee members. A copy should also be submitted to the graduate program staff for inclusion in the student’s academic file. This proposal, although preliminary in nature, will outline the overall scope of the dissertation, will specify the theoretical approach, and will include an appropriate critical bibliography. The prospectus should be roughly 20-30 pages.

QUALIFYING EXAM

Having fulfilled the above requirements, the candidate will request a qualifying examination committee to be appointed by Graduate Studies. The form for this request is available from the graduate program assistant or at the Graduate Studies web site (gradstudies.ucdavis.edu). The qualifying exam committee will consist of five members, three from the department, and at least one from outside the department. The committee will include the designated dissertation director, who may not act as Chair. The Ph.D. adviser, in consultation with the candidate, will propose the membership of the exam committee to the Graduate Program Committee for approval. The recommendation of the Graduate Program Committee will be forwarded to Graduate Studies, who has the final authority in the appointment of the committee. The candidate has the right to veto one name on the recommended list before it is passed to Graduate Studies. Students are encouraged to look at previous exams which are available from the graduate program assistant.

The written portion of the qualifying exam in literature will cover one field from Group I and one field from Group II:

**Group I: Historical Periods**
- Medieval (all genres)
- Golden Age (all genres)
- Spanish Modern/Contemporary (all genres)
- Colonial (all genres)
- Spanish-American Modern/Contemporary (all genres)

**Group II: Specific Genres**
- Spanish Narrative
- Spanish-American Narrative
- Spanish/Spanish-American 20th Century Narrative
- Spanish Poetry
- Spanish-American Poetry
Candidates in linguistics will be examined in four fields: two from Group I, one from Group II and one from Group III. The exam will consist of two questions in each field (8 questions).

**Group I (two fields):**
- Phonology/Dialectology
- History of Spanish
- Syntax

**Group II (one field):**
- Pragmatics
- Semantics
- Sociolinguistics

**Group III (one field):**
- Applied Linguistics

The oral portion of the qualifying exam, conducted in Spanish, will last a maximum of two hours and will cover both that candidate’s area of specialization and the broader fields of study as represented by the reading list.

At the conclusion of the oral exam, the committee will submit the results of the exam to Graduate Studies indicating all members who were in attendance or absent. There are four results the committee can make:

- **Pass** (Note: Conditions may not be appended to a pass decision)
- **Not Pass;** with the option to retake all or part of the examination within a specified time period, or to satisfy specific requirements.
- **Fail**
- **No exam:** if at any time during the examination the committee determines that the student is unable to continue the exam, whether due to illness or other extreme circumstances, the committee may judge the examination as “No Exam” and must notify Graduate Studies of their decision and the circumstances.

In cases where the committee reports a “Not Pass” or “Fail”, the chairperson of the exam shall inform the student of the right to appeal the committee’s decision for cause. The appeal should be directed to the Associate Dean of Students who will submit the matter to the Administrative Committee of the Graduate Council for review and recommendations.

In all cases, the chairperson of the exam committee is responsible for reporting the votes and supplying other information as required to the Graduate Council. In all cases, the Associate Dean of Students shall inform the student in writing of the results of the Qualifying Exam.
Upon recommendation of the qualifying exam committee and with the approval of the Graduate Council, a student who has not passed the exam may repeat the qualifying exam once. The exam must be held by the same committee except that members may be replaced, with the approval of the graduate adviser and the Associate Dean, for cause such as extended absence from campus. Failure to pass the exam on the second attempt means that the student is subject to disqualification from further study for the doctoral degree in that program.

After a second exam, a vote of Not Pass is unacceptable; only Pass or Fail is recognized by the Dean of Graduate Studies.

ADVANCEMENT TO CANDIDACY

Upon successful completion of the qualifying exam, the student is given an application for advancement to candidacy by the examining committee chair. The student, in consultation with their major professor, provides the names of the three faculty members who will serve on the dissertation committee. This committee is appointed to direct the student’s research and guide him/her in preparation of the dissertation. When the candidacy form is filled out and signed by the graduate adviser and major professor, the student pays the $90.00 candidacy fee at the Cashier’s office and submits the form to Graduate Studies. Students admitted to a Designated Emphasis must have the candidacy application approved by the director of the DE as well.

International students must be advanced to candidacy before the first day of the quarter to qualify for the Nonresident Tuition Reduction Fee.

NORMAL PROGRESS SCHEDULE

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choose specialization and begin taking required courses.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Submit application for the DE if applicable.</td>
</tr>
<tr>
<td>5</td>
<td>Identify dissertation adviser.</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Complete foreign language requirement.</td>
</tr>
<tr>
<td>8</td>
<td>Prepare reading list and submit to exam committee.</td>
</tr>
<tr>
<td>9</td>
<td>Prepare proposal and submit to exam committee. Complete Qualifying Exam application. Take qualifying exam*. After passing QE, complete the Candidacy Form</td>
</tr>
</tbody>
</table>
and begin writing dissertation.

*Students continuing from the M.A. have until the twelfth quarter to take their qualifying exam.

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**DISSERTATION**

A dissertation on a subject chosen by the candidate, bearing on the principal subject of study, and of such character as to show ability to prosecute independent investigation must be approved by the committee in charge of the dissertation and by the Graduate Council before the degree will be recommended. Special emphasis will be laid upon this requirement, and in no case will the degree be granted merely for the faithful completion of a course of study, however extensive.

Detailed instructions on the format of the dissertation and abstract may be obtained at [http://gradstudies.ucdavis.edu/students/filing.html](http://gradstudies.ucdavis.edu/students/filing.html). The candidate shall file with the Dean of Graduate Studies one copy of the dissertation approved by the committee in charge. There are forms that should be completed and submitted to Graduate Studies with the dissertation. Links to these forms can be found at the web address listed above.

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**FINANCIAL ASSISTANCE**

**DEPARTMENT FUNDING**

The Graduate Program Committee would like to ensure that all graduate students know how much financial aid they can expect to receive during their graduate studies in the Spanish Department. This financial aid policy is determined by university and departmental regulations (based on the department's block grant allocation) which have been in place over the past decade.

All graduate students making satisfactory progress towards the degree can expect to receive financial support as follows:

- 2 years for M.A. students
- 5 years for Ph.D. students

Financial aid can include student employment, Non-Resident Tuition Fellowships, and any other grants and/or fellowships received from the university (for example, dissertation-year fellowships).

All students should remember that Teaching Assistantships are normally granted for 15 quarters of teaching.

Given these limitations, we encourage all graduate students to plan accordingly and obtain appropriate on-going advice from their major advisor in order to complete their degree in a timely fashion. Please keep in mind that given our limited block grant, the department cannot provide financial support beyond the limits stated above.
NON-RESIDENT SUPPLEMENTAL TUITION FELLOWSHIPS – (NRTF) – An international or domestic non-resident student may be awarded a Non-Resident Tuition Fellowship. Fellowships offered from the Graduate Program are charged to our Block Grant Funds. As these funds are limited each year, the number of NRTFs the program can offer varies each year.

TRAVEL STIPENDS– The program attempts to reserve a portion of the Block Grant funds to award travel stipends. Students will be advised throughout the year when funds are available for this purpose. Travel award amounts will be based on available funds each year and may vary from year to year.

DISSERTATION WRITING FELLOWSHIPS – When Block Grant funds are available, the program will offer one or more students a quarter of support to equal their teaching salary plus fees. Students will be notified during Winter Quarter to apply for this support as funds are available.

FINANCIAL AID

Graduate applicants who are US citizens, permanent residents or immigrants are required to file a "Free Application for Federal Student Aid" (FAFSA): Although the FAFSA can be filed at any time, it is strongly suggested that you file by the priority processing date of March 1. This form, submitted directly to the Federal Student Aid Program Office, Iowa City, Iowa, is used to determine financial need only. Financial need is a component of the eligibility criteria for many fellowships, and for all forms of financial aid. The FAFSA may be obtained from any US institution of higher education.

Financial Aid, which is only available to US citizens, permanent residents or immigrants, is awarded on the basis of demonstrated financial need, and is administered by the Financial Aid Office. Federal financial aid includes student loans, grants, and work-study funding. You may apply for financial aid before you have been admitted. A full-time counselor for graduate financial assistance is available for appointments and scheduled drop-in hours in the Financial Aid Office.

INTERNAL FELLOWSHIPS FROM GRADUATE STUDIES

Fellowships and Graduate Scholarships are awarded primarily on the basis of scholarship and the promise of outstanding academic and professional achievement. Consideration is given to the extent and quality of previous undergraduate and graduate work, evidence of ability in research or other creative accomplishment, evidence of intellectual capacity, and promise of productive scholarship. Considered in evaluations are the Graduate Record Examination (GRE) scores, undergraduate and graduate grade point averages, academic transcripts, statement of purpose, letters of recommendation, and other documentation such as publications or awards. The minimum cumulative undergraduate or graduate grade point average required for a living allowance (stipend), in-state fee award or nonresident tuition fellowship is 3.0 (A=4.00).

Financial need or the availability of other sources of support in your graduate program is not relevant to the evaluation of academic merit, but may be an additional criterion for some fellowships. Students must establish eligibility for need-based awards by filing a FAFSA with the Federal Student Aid.

Fellowship awards can include a living allowance, in-state fees, nonresident tuition, start-up funds, a research component, and/or travel funds.
Applications for fellowships and graduate scholarships are due by January 15 (or the next working day if it falls on a holiday or a weekend) for awards beginning in Fall quarter. Unless otherwise specified, awards are for one academic year (three consecutive quarters). Students must reapply for awards each year.

Students must submit the on-line Internal Fellowship Application form in order to be considered for fellowships. All students must submit a statement of purpose for fellowships. New students are required to submit GRE scores. All applicants must request three letters of recommendation.

Awards are generally offered beginning February 15th and must be accepted or refused, in writing, by April 15 or by the date stated in the offer letter, whichever is later. Awards not accepted by the response date may be withdrawn. Letters of admission to graduate study and fellowship award letters will be mailed separately.

GRADUATE STUDENT APPOINTMENTS

Teaching Assistantships and Graduate Student Research positions afford excellent opportunities to gain invaluable experience in areas of intrinsic importance to your graduate education and to receive financial support at the same time. Information and application materials for TAships are available from the program assistant. Contact the faculty directly about the availability of GSR positions. A minimum 3.0 cumulative GPA is required to hold an academic appointment. GSR appointments, above 25% and not exceeding 50% time, provide full remission of in-state fees; TAship appointments, above 25% and not exceeding 50% time, provide partial remission of in-state fees. This policy is reviewed for renewal each year. You can look at a listing of currently available TA, GSR and Reader appointments on the Graduate Studies online listing (http://gradstudies.ucdavis.edu/employment/index.html).

New students must complete SPA 390 during fall quarter of their first year of teaching.

Some students may be offered additional employment during the quarter as Graduate Readers for courses with large enrollments. This additional employment requires approval by the Dean of Graduate Studies. The program assistant will submit a Petition for Exception to Policy for this approval. Students are paid an hourly rate for this work and must submit on-line timesheets in order to be paid. In compliance with federal regulations regarding employment of international students, we cannot employ international students more than 50% during the quarter. However, international students can accept additional employment up to 100% during Christmas, spring and summer breaks.

Each year the program is allocated work study units to be used to employ students as Graduate Student Researchers. Students should contact individual faculty to determine if they have grant funds to employ them.
GRADUATE STUDENT ELIGIBILITY CHECKLIST

Each quarter students must sign a Student Eligibility Form as continuation of employment status. The program assistant will update the student’s information and verify the student’s enrollment.

Graduate Studies

Graduate Student Eligibility Checklist

The following information is required to determine eligibility to hold a graduate student academic appointment. Please check and complete all that apply.

Name: ____________________________ SS#/ID#: __________________

Hiring Department: Spanish & Classics Quarter: __________________

Graduate Program: Spanish

☐ My current cumulative GPA is 3.00 or higher. I understand that I must continually maintain a GPA of at least 3.00 in order to be eligible to work. (NA)

☐ I am currently registered in 12 units at UC Davis. I understand that I must continually be registered as a full-time (12 units) graduate student to hold an academic appointment.

☐ I am Advanced to Candidacy, effective ________.

☐ My total appointments for this quarter equal 50%. I know that graduate students may not work more than 50% during the academic year (excludes students working as SPGR’s).

☐ I have held academic appointment(s) since enrollment as a graduate student. Please list # of appointments for each: TA __0__, RA/SPGR__, Other______

☐ Graduate students may work ONE quarter while on PELP or Filing Fee.

☐ I am currently on PELP. Begin date: ________ End date: ________

☐ I am currently on Filing Fee. Begin date: ________ End date: ________

☐ I currently have a ______________ Scholarship/Fellowship. Amount of award $_______

☐ I do not meet all of the eligibility requirements for this position, but I am eligible to work through an approved Petition for Exception to Policy dated: ________ by the Dean of Graduate Studies.

If I have questions or do not meet the criteria for this appointment I need to let my Department Representative know immediately. I understand that the above information is being collected to determine my eligibility to hold an academic appointment for the percentage of time listed on my appointment form. I have read and understand this appointment information. I agree to abide by the policies governing this appointment. I understand that the Dean of Graduate Studies must approve any exceptions that are necessary before I begin this appointment. I understand that my eligibility for this appointment will be audited, and that failure to maintain eligibility may result in immediate termination of my appointment.

____________________________________   _______________________  ___________
Student Signature /Date   Dept. Representative Signature /Date
GRADUATE STUDENT COMMITTEES

GRADUATE PROFESSIONAL DEVELOPMENT

This committee will provide guidance for future employment. Workshops will be conducted periodically on writing curricula vitae, interview techniques, the MLA conference and other professional development topics.

GRADUATE STUDENT ASSOCIATION (GSA)

Students should elect a Graduate Student Association (GSA) representative to attend the campus GSA meetings. The Spanish GSA representative receives funds for graduate student events provided they attend at least one GSA meeting. Students can contact the GSA at 752-6108 or by email at gsa@udavis.edu for information on this association.

2009-10 Representatives: Jon Dettman & Carolina Viera
2010-11 Representatives: Consuelo Cervantes & Manuel Gomez Navarro
2011-12 Representatives: Tim Johnson & Daniel Herrera Cepero
2012-13 Representatives: Sergio Diaz-Luna & Daniela Suarez

COLLOQUIUM COMMITTEE

2005-06 – Tasha Lewis (Chair), Michael Lazzara (Faculty Adviser), Juan Manuel Portillo (Latin American Coordinator), Manuel José Villalba (Iberian Coordinator), Tasha Lewis (Linguistics Coordinator)
2006-07 – Tasha Lewis (Chair), Michael Lazzara (Faculty Adviser), Milagros Gómez (Latin American Coordinator), Mary Dill Curtis (Iberian Coordinator), Tasha Lewis (Linguistics Coordinator)
2007-08 – Milagros Gomez (Chair), Linda Egan & Michael Lazzara (Faculty Advisers), Alvaro Llosa (Iberian Coordinator)
2008-09 – Álvaro Llosa (Chair), Michael Lazzara (Faculty Adviser), Joseph Harrington (Webmaster), Manuel Gómez (Iberian Coordinator), Omar Velázquez-Mendoza (Linguistics Coordinator), Jonathan Dettman (Latin American Literature Coordinator)
2009-2010 – Omar Velazquez-Mendonza (Chair), Robert Newcomb (Faculty Adviser), Moises Park (Webmaster), Katie Stafford (Iberian Coordinator), Jason Smith (Linguistics Coordinator), Iliana Portaro (Latin American Coordinator)
2010-2011 – Emily Davidson (Chair), Robert Newcomb (Faculty Adviser), Daniela Suárez & Sergio Díaz-Luna (Literature Luso Latin American), Daniel Herrera (Literature Peninsular), Brad Langer (Linguistics Coordinator)
2011-2012 – Manuel Gómez (Chair), Robert Newcomb (Faculty Adviser), Gabriel Guillén (Webmaster), Theresa Bachmann (luso-brasileña), Ana Merkel and Arturo Laris (latinoamericana), Emily Kuffner (peninsular), Carolina Viera, Kelly Bilinski, and David Beard (lingüística).

2012-2013 – Sergio Diaz-Luna (Chair), Robert Newcomb (Faculty Adviser), Gabriel Guillén (Webmaster), Jonathan Alcántar (luso-brasileña), Miguel García and Juan Miranda (latinoamericana), Rebecca Conley, Eric Jensen, and Tracy Quan (lingüística).

Navigating UC Davis

Computing Accounts

To get a UC Davis computing account (email address) or change your passphrase, please visit https://computingaccounts.ucdavis.edu/cgi-bin/services/index.cgi.

Registering for courses

You can view the full class schedule and registration guide on the Office of the Registrar’s website (http://registrar.ucdavis.edu/csrg/). In the guide you’ll find instructions for enrolling online, deadlines, and course offerings. If you’re looking for extended course descriptions for classes, you should visit the website for the department that is offering the course or the General Catalog: http://registrar.ucdavis.edu/UCDWebCatalog/. For information on required courses, please consult the degree requirements.

ID Cards and Library Privileges


California Residency

For information on obtaining California Residency for tuition purposes, please visit the Office of the Registrar’s website at http://registrar.ucdavis.edu/html/slr.html. International students who enter the U.S. with a student visa are ineligible to establish California residency for tuition purposes.

Ordering Diplomas & Transcripts

Transcripts and diplomas can be obtained through the Office of the Registrar in 12 Mrak Hall. To order a transcript, please visit Mrak Hall or order online at the following website: http://registrar.ucdavis.edu/html/transcripts.html. For diploma information and mailing requests, please visit: http://registrar.ucdavis.edu/html/diplomas.html.

Student Health and Counseling Services

The new Student Health & Wellness Center is located on La Rue Road between Hutchison Drive and Orchard Road, across the street from the Activities and Recreation Center (ARC) and next to the Colleges at La Rue.
Information on the Students Health and Wellness Center can be found at http://shcs.ucdavis.edu/. This website also contains information on the Student Health Insurance Plan (SHIP), including coverage information and the procedure for waiving out of SHIP.

**FOR MORE INFORMATION...**

For more information on navigating UC Davis, please see the Graduate Student Guide created by the Office of Graduate Studies: http://gradstudies.ucdavis.edu/students/handbook/index.html. You may also contact the Graduate Program Coordinator, Mandy Bachman in Sproul 216.

## JOB SEARCH & GRADUATION

### JOB SEARCH

Most graduate students begin the search for faculty positions during the summer preceding their final academic year of dissertation writing. The most common place to search for faculty openings is through the Modern Language Association (MLA) and its sub organization the Association of Departments of Foreign Languages (ADFL). You may search for openings in the Job Information List (JIL) at http://www.adfl.org/jil/index.htm. Create an account using the Department ID and password, available annually from the graduate coordinator.

Successful applicants to postings on the JIL are often invited for a first interview at the MLA Convention in late December or early January. Of these applicants, successful interviewees are typically asked to campus for a second interview. These interviews often require applicants to present a lecture.

Spanish graduate students can work with the Graduate Program Coordinator to arrange a mock interview and/or job talk in preparation for the interview processes. Typically students wait until they have an invitation for at least one interview before scheduling the mock interview. They then work with the Graduate Program Coordinator to identify faculty to serve as mock interviewers. Many students find it helpful to have faculty with whom they are less familiar on their committee to make it feel more like a “real” interview.

Other students choose to pursue careers outside of academia. The Internship and Career Center (ICC) offers comprehensive career advising for graduate students within academia and beyond. The ICC also partners with the Office of Graduate Studies to offer various Professional Development workshops throughout the year. Please see their website for details: https://iccweb.ucdavis.edu/graduates/index.htm

### PARTICIPATING IN GRADUATE COMMENCEMENT

Graduate commencement is held annually at the end of Spring Quarter. Registration for commencement takes place during Winter Quarter. Please see http://gradstudies.ucdavis.edu/commencement/ for details and registration instructions.

### FILING FOR GRADUATION

You can find the information on filing your dissertation on the Office of Graduate Studies website: http://gradstudies.ucdavis.edu/students/filing.html
You will need to make an appointment with German’s designated Student Affairs Officer in the Office of Graduate Studies, Jean Telford. At the appointment, you will hand in the items on the checklist (see the link above). Even though you will file your thesis/dissertation electronically, you will need to hand in the cover page with original signatures. The appointment will need to be after you have obtained all of the approvals from your committee, as it is the last step in the completion of your degree. At the link above, you will also find information on acceptable margins, fonts, etc. Make sure to pay attention to these formatting requirements as dissertations will not be accepted until they conform. Finally, when filing electronically, make sure not to submit your thesis/dissertation online until it is the final version approved by your entire committee. (There’s no un-submit button.)

Your Student Affairs Officer will send you a letter that says you have completed the requirements for your degree (which you can use for job hunting), but your diploma will not be available for pick up for another 4 months. See http://registrar.ucdavis.edu/html/diplomas.html for details and mailing information.

APPENDIX 1 – GUIDELINES FOR TA RENEWAL

During the first half of each Spring quarter, TAship renewals for graduate students will be determined for the following academic year according to the following guidelines:

I. Continuing students who have not exceeded the support limitations as outlined in Department Funding of the Graduate Student Handbook will be considered for renewal if they meet the following criteria:
   1. Maintain a minimum of 3.0 GPA while making normal or better progress toward degree goal as determined by M.A. or Ph.D. advisers and dissertation directors.
   2. Good teaching record as determined by TA Supervisor, Faculty visits, and Student evaluations.

II. Students who have exceeded the support limitations or who do not meet either of the above criteria will be required to submit a request to teach and will be considered and ranked with new applicants.

III. An approved Petition for Exception to Policy (PEP) is required for employment for the following reasons:
   1. Enrollment beyond the nine-quarter limit before advancing to candidacy.
   2. Employment beyond the fifteen-quarter limit
   3. Employment while in a non-registered status such as PELP or Filing Fee beyond the one-quarter limit

IV. Failure to pass M.A. or Ph.D. exams or to maintain a 3.0 GPA, and a good teaching record will result in automatic denial of a teaching position until exam is passed or GPA is improved.
APPENDIX 2 - OFFICE SPACE POLICY FOR GRADUATE STUDENTS

Office space is provided to support the teaching assistant function.

Within one week of your final grades being submitted, you are required to have all personal items removed from your offices. This includes student work. Desks, bookcases and walls must be completely cleared. TA resources (workbooks, manuals, etc.) should be returned to your supervisor.

If another department during any given quarter employs you, you must vacate your office. Office space will be provided for that quarter by your hiring department. If you are not teaching or doing faculty research during a given quarter (because of PELP, filing fee, fellowship, etc.) you will not be provided with office space.

You are welcome to bring in posters to add some life to your office space. If you decorate your office, please use pushpins or thumbtacks ONLY. Nails, wall anchors, hooks, double-sided tape, and anything of that nature that may damage the walls is strictly prohibited. All wall hangings must be removed when you vacate your office or they will be discarded. All thumbtacks and pushpins must be removed from the walls.

Space is limited so please do not bring sofas, recliners, or any outside furniture into the offices.

Please realize that desks are accessible to your fellow TAs and therefore you should not leave personal items in the desks.

Please post your office hours on the bulletin board outside of your door and return your completed form to Laura Barrera (215 Sproul) no later than the middle of the first week of classes.

Your compliance with these guidelines and consideration of others is appreciated by all.
The Department of Spanish & Classics is open from 8:00 a.m. to 5:00 p.m. and is closed during the lunch hour (12:00 – 1:00 p.m.). Do not prop doors open to Sproul Hall after hours or on weekends. Also, make sure that the copy/mail room is closed and locked after hours.

**Copies:** If you need copies for your class, a copier is available in 614 Sproul. You are required to attend a short training session before you will be allowed to use the copier. After completing the training, you will be able to scan documents using the copier and you will be able to print from your personal computer or the computer lab in 118 Sproul, directly to the copier. This copier is solely for instructional purposes. Each TA will be given a maximum number of pages for the quarter. If you use your allotment before the quarter ends, see Tracy Litzenberg to request additional pages. Requests are not automatically approved but will be assessed on a case-by-case basis.

Your key unlocks Room 614. You may prop the door open during regular hours (8:00 a.m.-12:00 p.m. & 1:00-5:00 p.m.) but it must be closed during the lunch hour and after 5:00 p.m.

Please do not attempt to clear paper jams. Ask Yvonne Bohan (207 Sproul) for help. Report any irregularities with the copier to her as soon as possible. Yvonne will replenish the paper as needed. Please let her know if you use most of the paper in the machine so she can refill it before it runs out.

**Faxes:** Teaching assistants and students are not allowed to send or receive faxes from departmental fax machines.

**Keys:** Keys are available from Yvonne Bohan in 207 Sproul.

**Mail:** Campus mail is for business purposes only. The mail is metered so do not send out anything with stamps on it. Intercampus mail is also for business purposes only. Please do not send personal correspondence through campus mail or use your campus address to receive campus mail. Each quarter you are teaching, you will have a mailbox in 222 Sproul. Please check your mailbox regularly.

**Staff:** The office staff is here to support the teaching and research missions of the department but our staff is limited. Therefore, we do not under any circumstances provide the following services:
Date stamping and/or collecting class assignments or exams
Posting or informing individual students of course grades
Proctoring make-up exams

**Evals:** You may review your teaching evaluations each quarter (see Falicia in Sproul 210) however, you may request copies for interview purposes only.

**Teaching Supplies:** The department provides supplies for your use as a TA which include:
Grade Book (if you want a hard copy to use in addition to smarsite)
1 pack 3x5 index cards each quarter for attendance
Pens and pencils
1 each, tape dispenser, scissors, stapler, etc., for each office
Please see Falicia in Sproul 210 if you need any of these items.
**Computer Lab:** There is a computer in 118 Sproul to be used in your capacity as a TA only (quizzes, exams, etc.). However, please do NOT save confidential documents to the hard drive as anyone with a Kerberos ID can log into these computers. Save your document to a flash drive or email it to yourself and then delete it from the hard drive. These computers are not to be used for the purpose of work in other classes, dissertation work, Internet surfing, etc. There are a number of computer labs on campus for those activities. If you encounter a problem with a computer in the lab, please contact Anthony Drown at help@philo.ucdavis.edu.

**Absences:** If you are going to be absent from the class that you teach, please call your coordinator and have a substitute teach your class. If you are gone for more than a few days, please let Laura Barrera (215 Sproul) know who will be substituting for you.

**Student Issues:** If a student in your class has a problem, do not send that person to the main office. Send that person to your course coordinator.

If you give your students a deadline that falls outside of class time, please have your students turn in the work to your mailbox and make the deadline at least one-half hour prior to the lunch hour or closing time. Ask students not to slide work under any doors; there is an envelope outside 222 Sproul for after hours drop-off. Please make every effort to be here to collect the work.

**PTA (Permission to Add) numbers are not given out to students.** Do not over-enroll your classes. If you have a student that needs a PTA, you must pick up a PTA sheet from Laura Barrera (215 Sproul), sign it and have the student return the completed form to Laura.

**Classroom assignments** have already been made and are permanent. There will be no changes as there has been a 15% increase in student enrollment and there are no available classrooms.

**Dept. Library:** You are welcome to use the department library. Materials are not to be removed from the library unless they have been checked out using the index cards. When returning items to the library, please be sure to reshel them neatly and in the appropriate order.

**Paychecks:** Employment paychecks are issued on the first day of the month and are available after then mail arrives (2pm). If the 1st falls on the weekend, then paychecks are issued on the preceding Friday (except in January). You can pick up your checks from Mary Carrillo in 205 Sproul if you do not receive direct deposit. Your paychecks will not be placed in your mailbox. Fellowship & loan checks must be picked up from Student Accounting in Dutton Hall (if you have not signed up for direct deposit).

**Healthcare:** Your TAship provides health insurance through the Student Health Center unless you requested a waiver. See http://healthcenter.ucdavis.edu/insurance/gship/index.html for details.
Spanish students may request funds for travel to professional conferences to deliver a scholarly paper. To request funds from the graduate program, students should submit a letter of request to the staff graduate coordinator, addressed to the Graduate Committee. The letter should include the conference name, date and location; the title of the paper being presented; and an itemized budget of projected travel expenses. Please also append your conference acceptance to your request. When the request is approved, a travel stipend will be paid through Student Accounting for domestic students and through payroll for international students. The last date to process travel stipends is May 1st; therefore, any funding requests received before April 15, will be processed for that academic year. Any requests received after that date cannot be funded that academic year.

Registered students attending the MLA conference in January and who have an interview are eligible for travel support as well. Please provide a copy of your interview invitation to the staff graduate coordinator to request funds.

Because these funds come out of our very limited block grant, the graduate program must be careful in its allocation of these resources. Students are therefore encouraged to apply to these other travel funding resources as well.

Graduate Studies Travel Awards are available to graduate students at or near the completion of their studies who have not previously received this award and who are presenting a research paper (acceptance of paper may be pending at time of application). Students must be in good academic standing and are required to hold and maintain a minimum GPA of 3.0. Applicants must be registered graduate students. Students on PELP (Planned Educational Leave Program) are not eligible for this award. Students on Filing Fee status may apply. You may receive only one Graduate Studies travel award.

Students should visit the Grad Studies website for award periods, application deadlines, and procedures. http://gradstudies.ucdavis.edu/ssupport/internal_travel.html

GSA travel awards are available to GSA members at the time of the application deadline. Students are automatically GSA members if they are a regularly enrolled graduate student (e.g., not on filing fee), enrolled in the Graduate School of Management, or enrolled in the Teaching Credential program.

Awards range from $50-$500 and are based on the relative ranking of applicants based on established selection guidelines. The number of awards will be based on the number of applicants and the merits of their applications. A minimum of 12 awards will be given in each period.

Awards are distributed as reimbursements. Reimbursement is contingent upon submission of original receipts and a completed Travel Expense Voucher.

GSA Travel Awards are granted twice per year. Late applications will not be considered.

Students should check the GSA website for award periods, deadlines, and selection guidelines. http://gsa.ucdavis.edu/
Women & Gender Studies also offer travel awards for appropriate conferences. Students should check for announcements at the WGS website: http://wms.ucdavis.edu/wgssite/index.html