

Yale University

DEPARTMENT OF
SPANISH & PORTUGUESE

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GRADUATE STUDENT
HANDBOOK

2012-13

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Graduate Student Handbook 2012-2013 Department of Spanish and Portuguese Yale University

The Department of Spanish and Portuguese takes as its mission the training of doctoral students not only in research and scholarship but also teaching and pedagogy. In recognition of the ever-increasing demands of a highly competitive job market, the Department seeks to offer its students the best possible preparation in the discipline of literary studies, and, in addition, a level of training in the theories and skills that will allow them to become productive and successful classroom teachers.

The Director of Graduate Studies

The Department's Director of Graduate Studies serves as general advisor to the graduate students. This is the faculty member who advises the student about course work and language requirements and approves the student's course registration and continuous registration forms (including petitions for extended and in absentia registration) during the student's entire course of study. The Director of Graduate Studies supervises and coordinates all portions of the student's program including the Qualifying Examination, Dissertation Prospectus, and approval of the dissertation, working continually in consultation with the other members of the faculty and the student's dissertation advisor.

Graduate Student Representation

There are two graduate student representatives to the Graduate Studies Committee of the Department. They will be elected by the students yearly at the start of the Fall semester, and serve for that academic year. The current representatives will organize the election and inform their fellow students, the Director of Graduate Studies, and Chair of the Department of the results. There is also graduate student representation on the other standing committees of the Department pertinent to the graduate program (Lectures/Events, etc.).

General Meeting

The Director of Graduate Studies, together with the graduate student representatives, will convene the graduate students and faculty to discuss matters of common interest at least once per semester.

Fields of Study

The Department offers the Ph.D. in Spanish peninsular literature, Spanish American literature, and a combination of Luso-Brazilian and Spanish/Spanish American literatures, as indicated below, that allow the student to tailor the program to his or her interests.

There are five fields in Spanish: Medieval; Renaissance and Golden Age; Modern Spanish Peninsular (18th through 20th centuries); Spanish American Colonial; Spanish American Contemporary (19th and 20th centuries). Each has a separate required reading list.

There is one field in Portuguese, consisting of Portuguese and Brazilian literatures. Although Luso-Brazilian literature is considered as one field of study, Portuguese and Brazilian literatures have their respective lists of required readings.

Doctoral Program Options

The doctoral program offers: (1) an area of concentration in Spanish specializing in a single field of study (Medieval, Renaissance-Golden Age, Modern Spanish Peninsular, Spanish American Colonial, or Spanish American Contemporary); (2) a joint concentration in Spanish and Portuguese offering the student the opportunity to work in both the Luso-Brazilian and Spanish/Spanish American fields. In addition, the Department participates in: (1) a combined Ph.D. program in Spanish and Portuguese and African American Studies offered in conjunction with the African American Studies Department; and (2) a combined Ph.D. program in Spanish and Portuguese and Renaissance Studies offered in conjunction with the Renaissance Studies Program.

Schedule for the Qualifying Examination

The written exam is taken on two consecutive days and is administered during the fall semester of each academic year. The written examination is administered on the Tuesday and Wednesday of the week following the end of fall semester classes. (If the student wishes to take it earlier, it is administered during the third week in October).

The oral exam is scheduled separately and occurs within five to ten days after the written exam.

Retaking the Qualifying Examination

Failure of one or two of the written half-hour exams:

1. One-half hour portions of the written exam that are failed are to be retaken within one month of original completion, around January 20. (If the student took and failed a portion or portions of the exam in October, the make-up date is December 1st).
2. The complete oral exam will follow two weeks later, to be completed around the beginning of February (or in the middle of December, if the student took and failed a portion or portions of the written exam taken in October). The

prospectus is to be submitted and approved on the regular schedule, that is, by Monday of the final week of classes of the Spring semester, for evaluation by the end of the term.

Failure of three or four of the one-half-hour exams and/or the major written exam:

1. The whole written examination must be retaken in the second semester. It will be followed, if passed, by the oral examination five to ten days later.
2. The dissertation prospectus must then be submitted by the following September 15 for evaluation and approval by the Department.

Fields and Reading Lists

There are required reading lists for each of the five fields in Spanish (Medieval; Renaissance and Golden Age; Modern Spanish Peninsular; Spanish American Colonial; Spanish American Contemporary); and for the field of Portuguese, consisting of Brazilian and Portuguese literatures.

The texts marked with an asterisk on each list are those required for all candidates being examined. The student will be expected to cover much more fully the list given for his or her field of specialization. Students in Spanish will notice that in most of the Hispanic fields there are a number of required readings in Portuguese or Brazilian literature. These may be read either in the original or in translation, and students are urged to consult with the relevant professors regarding these Portuguese-language texts.

M.A./M.Phil. Degrees

The Department does not offer a separate Master's degree program; however, doctoral students may earn the M.A. and the M.Phil. degrees "en route" to the Ph.D. The M.A. Degree is awarded upon the satisfactory completion of eight term courses and two of the three language requirements (Latin and one other language). The M.Phil. is awarded upon satisfactory completion of all requirements for the Ph.D. except the prospectus and dissertation.

1) An area of concentration in Spanish specializing in a single field of study (Medieval, Renaissance-Golden Age, Modern Spanish Peninsular, Spanish American Colonial, or Spanish American Contemporary):

Course Work

Students must satisfactorily complete a total of 16 courses at the graduate level during the first two years of study. Two of these courses are required: Spanish 790b, *Methodologies of Modern Foreign Language Teaching*, and Spanish 500a, *History of the Spanish Language*. Two of the remaining 14 courses must be taken outside the Department and will constitute a “minor” in another national literature/language.

Students are encouraged to take Literature 300, *Introduction to Theory of Literature*. Since this is an undergraduate course, the student should concomitantly register for a Tutorial (999a or 999b) with a member of our departmental faculty to provide guidance for more advanced work. This course will count as one of the total sixteen courses but cannot serve as one of the courses for the minor language/literature.

Language requirements

Students in this option must have a strong command of Spanish and English. In addition, the Department requires varying degrees of proficiency in three languages: (1) the demonstration of reading/translation knowledge in Latin, (2) reading/translation competence in a second language relevant to the student’s program of study, and (3) a language in which the student demonstrates a high level of proficiency and takes two graduate courses in its literature, known as the “language/literature minor”.

The languages chosen by the student to satisfy the second and third language requirements should be selected in consultation with the Director of Graduate Studies and must be directly relevant to the student’s program of study.

Students may fulfill the Latin requirement by: (1) taking two semesters of Beginning Latin (**110a and 120b**) and earning a grade of honors or high pass on the final exam of 120b; or (2) taking the ten-week summer course (**Latin S110-S120**) and earning a grade of honors or high pass on the final examination of S120.

The reading/translation requirement in a second language may be satisfied by taking either two semesters of a beginning language or an intensive beginning course in that language during the academic year or the summer. To satisfy our departmental requirement, the student must: (1) earn a grade of honors or high pass on the final exam of the second semester in the sequence or on the final

exam at the end of the intensive course offered during the academic year or the summer, or (2) pass a reading/translation exam administered by the Department in question. This criterion applies to classical languages such as Greek, Hebrew, or Arabic as well as to the modern languages. Departments periodically offer standard reading/translation exams that normally require registration with the Department in advance. The student is responsible for information regarding the dates at which such exams are offered. The Department of French, for example, offers a translation exam early in each semester; alternatively, the student may wish to take the reading course in the French Department. A grade of high pass or honors on the final exam in that course is required to satisfy our departmental language requirement.

A third language (the “language/literature minor”) is one in which the student has graduate-level proficiency (reading/writing/speaking). In preparation for this section of the Ph.D. exams (oral exam only), the student should prepare, in consultation with the professor who will be the examiner, a list of readings in the relevant literature. Prior to the exam, the student should submit to the Director of Graduate Studies a copy of this list as well as a statement of rationale as to how this literature/language minor relates to his or her Ph.D. program. The student concentrating in Spanish may choose any appropriate ancient or modern language (including Portuguese) to fulfill this requirement.

Timetable for fulfillment of language requirements: One language requirement must be satisfied by the end of the first year. Both remaining requirements must be satisfied by the end of the second year. The Graduate School will not permit registration for the third year, nor will the Department allow the student to take his or her Qualifying Examination, until the course requirements for all three languages have been satisfied.

Qualifying Examination

The Qualifying Examination is actually two exams: a written exam followed by an oral exam. The student is permitted to take the oral exam only upon passing the written exam in all its components.

Written exam: (1) A two-hour exam in the area of specialization, consisting of two questions (one often being an explication of a text, the other a more general question regarding the field), and (2) a two-hour general exam consisting of four half-hour questions representing each of the four fields of Spanish and/or Spanish American literature that the student has chosen.

Oral exam: A two-hour oral exam corresponding to the above fields. This exam will serve both to cover material not covered, or not covered satisfactorily, in the written exam and to provide the opportunity to question the student on his or her minor in another literature/language. The exam will be conducted in Spanish and the language of the minor field for that portion of the exam.

Prospectus

The prospectus is a preliminary statement of the dissertation project that outlines the topic to be investigated, explains the reasons for its significance, and sets forth the theoretical and methodological framework to be employed.

The student prepares the prospectus under the direction of the faculty member who will serve as the dissertation advisor. Consultation with all members of the graduate faculty is strongly encouraged before and after the submission and approval of the prospectus.

The prospectus is submitted to the Director of Graduate Studies who will circulate it to the faculty for their review. The prospectus must be submitted by the student and approved by the faculty by the end of the second semester of the third year. If not approved, the student will have one month to resubmit. Failure to meet this deadline will result in the suspension of registration privileges by the Graduate School. The deadline for the submission of the dissertation prospectus is the Monday of the final week of classes.

Dissertation

The dissertation is prepared in close consultation with the advisor and the student is expected to complete the dissertation by the end of the fifth or sixth year of study. In order to facilitate this, the Graduate School has made available the Dissertation Fellowship which provides students with full support in either the fifth or sixth year, depending on their progress, so that they may devote full time to the completion of the dissertation during that final year. The Graduate School expects students who have taken a Dissertation Fellowship to complete the dissertation during that year and not to require registration in subsequent years.

The student submits the completed dissertation to the Graduate School upon approval by the dissertation advisor. Final approval of the dissertation is dependent upon three evaluations: first, the approval by the three readers of the dissertation, who have been selected by the Director of Graduate Studies in consultation with the student's dissertation advisor; second, the recommending vote of the Department, based on an oral reading of the dissertation reports before the full faculty; third, the approval by the Graduate School's Degree Committee.

The *Preparation and Submission of the Doctoral Dissertation*, may be obtained online at

<http://www.yale.edu/graduateschool/academics/forms/formatDissertation.pdf>

It provides important instructions to the student for the requirements of dissertation submission to the Graduate School. Dissertations must be

submitted to the Graduate School by October 1 for the awarding of a December degree, by March 15 for the May degree.

2) A joint concentration in Spanish and Portuguese which offers the student the opportunity to work in both Luso-Brazilian and Spanish/Spanish American literatures:

Course work

The course work component consists of a total of 16 courses at the graduate level taken during the first two years in the program. Two of these courses are required: Spanish 790b, *Methodologies of Modern Foreign Language Teaching*, and Spanish 500a, *History of the Spanish Language*.

Students are encouraged to take Literature 300, *Introduction to Theory of Literature*. Since this is an undergraduate course, students should concomitantly register for a Tutorial (999a or 999b) with a member of our departmental faculty to provide guidance for more advanced work. This course will count as one of the total sixteen courses.

In addition to Literature 300, students doing the joint concentration in Spanish and Portuguese are required to take two courses outside the Department relevant to their course of study. These may be, for example, courses in a third literature or in Luso-Brazilian history, to be selected with the approval of the Director of Graduate Studies.

Language requirements

Students in this option must have a strong command of Spanish and Portuguese as well as English. In addition, they are required to demonstrate: (1) the demonstration of reading/translation knowledge in Latin; (2) reading/translation competence in a second language relevant to the student's program of study and (3) a language in which the student demonstrates a high level of proficiency and takes two graduate courses in its literature, known as the "language/literature minor". Either Spanish or Portuguese may count as this "minor" language for graduate course work in a second Romance language as a component of this joint concentration.

Students may fulfill the Latin requirement by: (1) taking two semesters of Beginning Latin (**110a and 120b**) and earning a grade of honors or high pass on the final exam of 120b; or (2) taking the ten-week summer course (**Latin S110-S120**) and earning a grade of honors or high pass on the final examination in S120.

The reading/translation requirement in a second language may be satisfied by taking either two semesters of a beginning language or an intensive beginning course in that language during the academic year or the summer. To satisfy our departmental requirement, the student must: (1) earn a grade of honors or high

pass on the final exam of the second semester in the sequence or on the final exam at the end of the intensive course offered during the academic year or the summer, or (2) pass a reading/translation exam administered by the Department in question. This criterion applies to classical languages such as Greek, Hebrew, or Arabic as well as to the modern languages. Departments periodically offer standard reading/translation exams that normally require registration with the Department in advance. The student is responsible for information regarding the dates at which such exams are offered. The Department of French, for example, offers a translation exam early in each semester; alternatively, the student may wish to take the reading course in the French Department. A grade of high pass or honors on the final exam in that course is required to satisfy our departmental language requirement.

A third language (the “language/literature minor”) is one in which the student has graduate-level proficiency (reading/writing/speaking). In preparation for this section of the Ph.D. exam (oral exam only) the student should prepare, in consultation with the professor who will be the examiner, a list of readings in the relevant literature. Prior to the exam, the student should submit to the Director of Graduate Studies a copy of this list as well as a statement of rationale as to how this literature/language minor relates to his or her Ph.D. program. The student concentrating in Spanish may choose any appropriate ancient or modern language (including Portuguese) to fulfill this requirement.

Timetable for fulfillment of language requirements: One language requirement must be satisfied by the end of the first year. Both remaining requirements must be satisfied by the end of the second year. The Graduate School will not permit registration for the third year, nor will the Department allow the student to take his or her Qualifying Examination, until the course requirements for all three languages have been satisfied.

Qualifying Examination

The Qualifying Examination is actually two exams: a written exam followed by an oral exam. The student is permitted to take the oral exam only upon passing the written exam in all its components.

Written exam: (1) a two-hour exam in a field of Spanish or Spanish American literature, (2) a two-hour exam in Luso-Brazilian literature, based on a list selected from Portuguese and/or Brazilian literatures, 3) two one-half-hour exams, chosen from the remaining Portuguese, Brazilian, Spanish and/or Spanish American fields. The Luso-Brazilian exam is written in Portuguese; at least one of the Spanish/Spanish American exams must be written in Spanish.

Oral exam: A two-hour oral exam on the four fields chosen above that consists of questions based on material not covered or not covered satisfactorily on the

written exam. The portions of the oral exam corresponding to fields listed above will be conducted in Portuguese and Spanish, respectively. If the two courses taken outside the Department are in a third literature, they may be examined, at the student's discretion, in the relevant language.

Prospectus

In this program option, the dissertation project is expected to reflect a comparative interest in both Hispanic and Luso-Brazilian literatures and should be carefully planned with the dissertation advisor and faculty members specializing in the respective areas.

The prospectus is a preliminary statement of the dissertation project that outlines the topic to be investigated, explains the reasons for its significance, and sets forth the theoretical and methodological framework to be employed.

The student prepares the prospectus under the direction of the faculty member who will serve as the dissertation advisor. Consultation with all members of the graduate faculty is strongly encouraged before and after the submission and approval of the prospectus.

The prospectus is submitted to the Director of Graduate Studies who will circulate it to the faculty for their review. The prospectus must be submitted by the student and approved by the faculty by the end of the second semester of the third year. If not approved, the student will have one month to resubmit. Failure to meet this deadline will result in the suspension of registration privileges by the Graduate School. The deadline for the submission of the dissertation prospectus is the Monday of the final week of classes.

Dissertation

The dissertation is prepared in close consultation with the advisor and the student is expected to complete the dissertation by the end of the fifth or sixth year of study. In order to facilitate this, the Graduate School has made available the Dissertation Fellowship which provides students with full support in either the fifth or sixth year, depending on their progress, so that they may devote full time to the completion of the dissertation during that final year. The Graduate School expects students who have taken a Dissertation Fellowship to complete the dissertation during that year and not to require registration in subsequent years.

The student submits the completed dissertation to the Graduate School upon approval by the dissertation advisor. Final approval of the dissertation is dependent upon three evaluations: first, the approval by the three readers of the dissertation, who have been selected by the Director of Graduate Studies in consultation with the student's dissertation advisor; second, the recommending

vote of the Department, based on an oral reading of the dissertation reports before the full faculty; third, the approval by the Graduate School.

The *Preparation and Submission of the Doctoral Dissertation*, may be obtained online at

<http://www.yale.edu/graduateschool/academics/forms/formatDissertation.pdf>

It provides important instructions to the student for the requirements of dissertation submission to the Graduate School. Dissertations must be submitted to the Graduate School by October 1 for the awarding of a December degree, by March 15 for the May degree.

Requirements for Combined Degree Programs:

(1) A Combined Ph.D. Program in Spanish and Portuguese/African American Studies:

Course work

Students in the combined Ph.D. program in African-American Studies and Spanish and Portuguese must take a total of 16 courses at the graduate level in Spanish and Portuguese and African-American Studies. Two of these courses are required by the Department of Spanish and Portuguese: Spanish 790b, *Methodologies of Modern Foreign Language Teaching*, and Spanish 500a, *History of the Spanish Language*. Three are requirements of the African American Studies Department and consist of core courses in theory, history, and the social sciences, respectively, including AFAM 505a, *Theorizing the Racial Formation of the United States in the Early Twenty-First Century*, and AFAM 895a/b, *Research Workshop*. The Research Workshop is a non-credit, yearlong course required of all students in the third year. Since it is non-credit it is not included in the sixteen-course total. As a requirement of the Department of Spanish and Portuguese, two courses relevant to the student's course of study must be taken from outside the Department. Such courses are typically in African-American Studies, American Studies, English, French, or Comparative Literature, and Literature 300, *Introduction to Theory of Literature*, is highly recommended. Since this is an undergraduate course, the student should concomitantly register for a Tutorial (999a or 999b) with a member of our departmental faculty to provide guidance for more advanced work.

Language requirements

Students in the combined Spanish and Portuguese/African American Studies program are required to demonstrate: (1) reading/translation knowledge in Latin and (2) reading/translation competence in another language relevant to the

student's proposed field of study. Students may elect to demonstrate proficiency in an African language to fulfill this language requirement through course work or successful performance on a reading/translation examination approved by the Director of Graduate Studies of the Departments of Spanish and Portuguese and the African American Studies Department adviser.

Qualifying Examination

The Qualifying Examination is actually two exams: a written exam followed by an oral exam. The student is permitted to take the oral exam only upon passing the written exam in all its components.

Written exam: (1) a two-hour examination in the field of African Hispanic literature of the nineteenth and twentieth centuries OR a two-hour examination in the field of African Brazilian literature, (2) a two-hour examination in the field of African American literary and cultural studies, (3) four one-half-hour exams chosen from among the six fields of Spanish and Spanish American literatures and/or the field of Luso-Brazilian literature. The African Hispanic or African Brazilian exams are written in English; the four exams in Hispanic and/or Luso-Brazilian literatures are written in Spanish and/or Portuguese, respectively.

Oral exam: A two-hour oral exam on the six fields indicated above that consists of questions based on material not covered or not covered satisfactorily on the written exam. The examination of the African Hispanic or African Brazilian and African American fields will be done in English. The portions of the oral exam corresponding to the Hispanic and Luso-Brazilian fields will be conducted in Spanish and/or Portuguese, respectively. Since no literature/language "minor" is required for this combined concentration, no minor field examination is given.

Prospectus

In this combined program, the dissertation project is expected to reflect a comparative interest in African Hispanic or African Brazilian literatures and African American studies; it should be carefully planned with faculty members from the relevant departments specializing in the respective areas. The prospectus should meet the approval of the student's advisor in the Department of Spanish and Portuguese and the student's advisor in the African American Studies Department, who will cooperate on the development of the student's project.

The prospectus must include a presentation of the topic to be investigated, an explanation of the reasons for its significance, and a description of the theoretical and methodological framework to be employed.

The prospectus must be submitted to the Director of Graduate Studies in the Department of Spanish and Portuguese who will circulate it to the departmental faculty for their review and approval; the prospectus will likewise be submitted to the African American Studies Department for review and approval by that Department's faculty member(s) working with the student.

The prospectus must be submitted and approved by the faculty by the beginning of the seventh semester of enrollment. If not approved, the student will have one month to resubmit. Failure to meet this deadline will result in the suspension of registration privileges by the Graduate School.

Dissertation

The dissertation in the combined Spanish and Portuguese/African American Studies program should be prepared in close consultation with the advisors from the respective departments. The student is normally expected to complete the dissertation by the end of the fifth or sixth year of study. In order to facilitate this, the Graduate School has made available the Dissertation Fellowship which provides students with full support in either the fifth or sixth year, depending on their progress, so that they may devote full time to the completion of the dissertation during that final year. The Graduate School expects students who have taken a Dissertation Fellowship to complete the dissertation during that year and not to require registration in subsequent years.

The student submits the completed dissertation to the Graduate School upon approval by the dissertation advisor(s). Final approval of the dissertation is dependent upon three evaluations: first, the approval by the three readers of the dissertation, who have been selected by the Director of Graduate Studies in consultation with the student's dissertation advisor; second, the recommending vote of the Department, based on an oral reading of the dissertation reports before the full faculty; third, the approval by the Graduate School.

The *Preparation and Submission of the Doctoral Dissertation*, may be obtained online at

<http://www.yale.edu/graduateschool/academics/forms/formatDissertation.pdf>

It provides important instructions to the student for the requirements of dissertation submission to the Graduate School. Dissertations must be submitted to the Graduate School by October 1 for the awarding of a December degree, by March 15 for the May degree.

(2) A Combined Ph.D. Program in Spanish and Portuguese/Renaissance Studies:

The Combined Ph.D. Program in Spanish and Portuguese/Renaissance Studies is transatlantic if not global in focus. That is, the objective is to give the student exposure and training in the humanist thought and writing of Spain and/or Portugal and their overseas possessions in the Americas, Asia, and Africa in the sixteenth and seventeenth centuries.

Admissions

Applications are to be submitted directly to the Department of Spanish and Portuguese with an indication that the student wishes to apply for the "Combined Degree Program in Spanish and Portuguese and Renaissance Studies." At the time of receipt, a copy of the application is forwarded to the Renaissance Studies Executive Committee. Candidates whom the Department of Spanish and Portuguese wishes to admit will then be considered by the Renaissance Studies Executive Committee.

Course work

A total of sixteen courses at the graduate level is required. Nine correspond to requirements of the Department of Spanish and Portuguese, and seven are requirements of the Renaissance Studies Program. Of the nine courses taken in Spanish and Portuguese, two are required: Spanish 790, *Methodologies of Modern Foreign Language Teaching*, and Spanish 500, *History of the Spanish Language*. Of the remaining seven, three or four will be in Spanish and/or Portuguese literature from the medieval period through the seventeenth century, and the balance (four or three) will be in the literature of Spain's and/or Portugal's overseas empire. The student doing the Combined Degree Program may elect to devote his or her departmental course work to either Hispanic or Luso-Brazilian literatures or do a combination of both in a distribution to be determined by the student in consultation with his or her departmental advisor(s).

Of the seven courses taken in Renaissance Studies, a two-term core seminar in Renaissance Studies is required. (It counts as two of the seven required Renaissance Studies courses). Of the five additional courses in Renaissance Studies, two will be in a literature or literatures other than Spanish and/or Portuguese and three will be taken in other departments (History, History of Art, Religious Studies, Philosophy, etc.)

Language Requirements

Students selecting this option are expected to have a strong command of Spanish and/or Portuguese as well as English. In addition, the following requirements must be met:

1. Latin, as set by the Renaissance Studies program (passing a one-hour translation examination in Renaissance Latin prose);
2. Italian, as set by the Renaissance Studies program (successful completion of a one-hour translation exam in sixteenth-century Italian prose and a one-hour translation exam in modern Italian scholarship);
3. Demonstration of reading/translation proficiency in one of the following languages: French, German, Greek, Portuguese (available to students doing departmental course work exclusively in Spanish), Spanish (available to students doing departmental course work exclusively in Portuguese), or another language relevant to the student's specialization. Students doing their departmental course work in a combination of Spanish-language and Portuguese-language courses will be understood to have satisfied this third reading knowledge requirement only if the courses are taught and the readings done in the relevant Romance language. If the course work in either Hispanic or Luso-Brazilian literatures is done in English, then the student will be expected to demonstrate proficiency by taking a one-hour reading/translation exam in the sixteenth-century prose of the relevant language.

One language requirement must be satisfied by the end of the first year of study, if not upon entrance into the program (preferably Latin or Italian). The remaining language requirement (for students doing both Spanish- and Portuguese-language literatures) or requirements (for the student working exclusively in either Spanish or Portuguese) must be satisfied by the end of the second year.

Qualifying Examination

The Qualifying Examination is actually two exams: a written exam followed by an oral exam. The student is permitted to take the oral exam only upon passing the written exam in all its components.

Written exam: (1) a two-hour examination in peninsular Spanish (medieval through seventeenth century) and/or Portuguese literatures, (2) a two-hour exam in the colonial literatures of Spain and/or Portugal.

Oral exam: Seven 15-minute questions, distributed as follows: four in Spanish/Portuguese peninsular/colonial literatures (medieval period through

seventeenth century), and three in Renaissance Studies (one question on a non-Spanish/Portuguese literature; two questions from the extra-literary fields such as History, History of Art, Religious Studies, Philosophy, etc.).

Prospectus

In this combined Spanish and Portuguese/Renaissance Studies program, the dissertation project should be carefully planned with faculty members from the relevant departments specializing in the respective areas. The prospectus should meet the approval of the student's advisor in the Department of Spanish and Portuguese and the Renaissance Studies Program member advising the student.

The prospectus must include a presentation of the topic to be investigated, an explanation of the reasons for its significance, and a description of the theoretical and methodological framework to be employed.

The prospectus must be submitted to the Director of Graduate Studies in the Department of Spanish and Portuguese, who will circulate it to the departmental faculty for their review and approval; the prospectus will likewise be submitted to the Renaissance Studies Program for review and approval by the Program faculty member(s) working with the student.

The prospectus must be submitted and approved by the faculty by the beginning of the fourth year. If not approved, the student will have one month to resubmit. Failure to meet this deadline will result in the suspension of registration privileges by the Graduate School.

Dissertation

The object of the dissertation is to achieve a strong disciplinary (i.e., Spanish, Portuguese, or Spanish/Portuguese) identity while at the same time projecting a clear Renaissance Studies profile. The dissertation normally will be directed from within the Department of Spanish and Portuguese, and there will be at least one reader from the Renaissance Studies Executive Committee.

The student submits the completed dissertation to the Graduate School upon approval by the dissertation advisor(s). Final approval of the dissertation is dependent upon three evaluations: first, the approval by the three readers of the dissertation, who have been selected by the Director of Graduate Studies in consultation with the student's dissertation advisor; second, the recommending vote of the Department, based on an oral reading of the dissertation reports before the full faculty; third, the approval by the Graduate School.

The *Preparation and Submission of the Doctoral Dissertation*, may be obtained online at

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It provides important instructions to the student for the requirements of dissertation submission to the Graduate School. Dissertations must be submitted to the Graduate School by October 1 for the awarding of a December degree, by March 15 for the May degree.

General Program Policies

The policies listed below are specific to the graduate program in the Department of Spanish and Portuguese. For general Graduate School policies, students should consult and familiarize themselves with the current year's online edition of the *Graduate School of Arts and Sciences Programs and Policies*, especially the section on "Policies and Regulations." This document is also available online at <http://www.yale.edu/graduateschool/policies/index.html>

Teaching and Pedagogy Program

The Department has devised the following program in which the graduate student's preparation as a classroom teacher is carried out at specific points in the program of study. The sequence and substance of the teaching and pedagogy program are as follows:

The student does not teach during the first two years in the doctoral program, which are devoted exclusively to course work, including SPAN 790 (see below).

Year 2: A Graduate-Level Course in Pedagogy (SPAN 790)

This course, required of all students in the Department, is designed with the following goals in mind:

1. that the course provide overall guidance in teaching beyond the first-year level (i.e. that it be not merely preparatory to teaching SPAN 110 or PORT 110);
2. that the course reflect more distinctly the overarching and integrated "vision" that the undergraduate language program itself seeks, i.e. to move seamlessly from fundamental language skills to the areas in which language teaching is integrally related to the teaching of literature and culture;
3. that the course incorporate, as a segment of the practicum, a selection of materials (textbooks, course packs, etc.) actually used in our beginning and

intermediate language courses in order to articulate pedagogical theory with practice in a direct and meaningful way;

4. that the course prepare the student for the important tasks of the selection and creation of materials and curricula for basic language courses.

This course is normally taken in the second year of course work in preparation for language teaching that begins in the third year of the student's course of study.

Years 3 and 4: Language Teaching

After having taken the pedagogy course in the second year, the student is normally initiated into the teaching program as follows:

Year 3: one section of SPAN 110 and one of SPAN 120, or one section of PORT 110 and one section of PORT 120

Year 4: one section of SPAN 130 and one of SPAN 140, or one section of PORT 130 and one section of PORT 140

The aims are to provide the student with specific training in language teaching as well as familiarity with issues involved in the teaching of literature and culture at more advanced levels. The Director of the Language Program will supervise and coordinate the activities of the respective Course Directors in a system of class visitations, verbal feedback sessions, and written evaluations. The amount and frequency of these activities will be determined by the Director of the Language Program.

Years 3-4: Apprenticeship in Literature and Culture Courses

Students in their teaching years (normally years 3 and 4) of their course of study are eligible to serve as teaching assistants in undergraduate literature or culture courses taught by members of the ladder faculty of Yale. The selection of a student for such an opportunity is made by the professor of the course in question in consultation with the Director of Graduate Studies. The nominated student must be in good academic standing in order to be appointed.

Because of the desirability for graduate students to have such experience, and given that the timing of such opportunities cannot be predicted, students may accept such appointment at any time it is offered, but it is preferable that students take this opportunity after they have done one year of language teaching; it will substitute for one of the four required terms of language teaching

Years 4-5: Annual Dissertation Research Seminar

Graduate students in their fourth and fifth years are expected to present their on-going dissertation research to the ladder faculty at an annual Dissertation Research Seminar, to be conducted during the last week of April. Students will give brief presentations of 15 minutes, summarizing research accomplished to date, theoretical and critical issues addressed, and unresolved research problems, to be followed by a round-table discussion with the ladder faculty.

Year 5: Dissertation Fellowship

During the fifth year of study, the student should plan to take the Dissertation Fellowship. If less advanced on the dissertation, and if teaching is available (it is contingent on language program enrollments), the student may opt to continue in the teaching program, where the same provisions for supervision and evaluation apply as in years 3 and 4.

Advanced Standing Waivers

The Graduate School does not award transfer credit for graduate work completed before matriculation at Yale. During the first year of enrollment, however, the student may petition the Department for the waiver of a small portion of the Ph.D. course work in recognition of previous graduate-level work done at Yale or elsewhere. The waiver can be approved only by the Dean of the Graduate School on the basis of a petition and supporting documentation provided by the student and an endorsement by the departmental Director of Graduate Studies. Such courses will not appear on the student's Yale Graduate School transcript. The granting of such a waiver should be viewed by the student as an opportunity to pursue other course work relevant to the student's program.

Grades and Temporary Incompletes

The grades assigned in the Graduate School are: H=Honors, HP=High Pass, P=Pass, and F=Fail; Temporary Incomplete (TI), and Incomplete (I).

If a student and professor have agreed that an extension is appropriate, the student must submit to the Office of the Graduate Registrar a request for the Temporary Incomplete (TI) (available on the Graduate School Web site at <http://www.yale.edu/graduateschool/home/forms.html>) with the intended completion date, signed by the professor and the Director of Graduate Studies. Only one T I for courses taken in a single term is permitted. Temporary Incompletes in an academic year must be converted to final grades by October 1 of the following academic year. If a grade is not received by the Registrar by that date, the Temporary Incomplete (TI) will be converted to a permanent Incomplete (I) on the student's record.

Course and Honors Requirements

Doctoral students are required to earn a minimum grade average of High Pass in their coursework and to meet an Honors requirement in each of the first two years of study after matriculation.

The Honors requirement will require the student to receive the grade of Honors in one-quarter of the courses taken during the academic year. The student takes eight courses per academic year, therefore needing to achieve a grade of Honors in at least two of these courses each year.

The student will maintain the High Pass average by ensuring that each grade of Pass is balanced by one grade of Honors and that each grade of Fail is balanced by two grades of Honors. Should the student receive a grade of Fail, the student has the option to take that course again. While the grade of Fail will remain on

the student's transcript, only the new grade will count in calculating the High Pass average.

Take-Home Exam in Lieu of Final Paper

In order to avoid the problem of the late submission of papers when students are taking four graduate seminars, the Department makes available the option of a final take-home exam in lieu of the traditional final paper. The offering of this option is at the discretion of the individual faculty member and, if offered, students may take this option in no more than two courses per semester.

Annual Evaluation of Graduate Students

During the second semester of each academic year, the faculty reviews the progress of each currently enrolled student. The Graduate School requires an evaluation of each student's progress in fulfilling requirements and, in addition, the Department monitors the student's scholarly and professional development. This is done with particular care during the first three years of the student's enrollment, from the beginning of course work through the achievement of doctoral candidacy. Any student who has not met the requirements for good academic standing as defined below in years one through three may be: (1) placed on academic probation, (2) asked to withdraw from the program, or (3) asked to complete the requirements for a terminal M.A. degree within one semester (see "Terminal M.A./M.S. Degrees" in the online *Graduate School of Arts and Sciences Programs and Policies*).

<http://www.yale.edu/graduateschool/policies/index.html>

Academic Standing

Good academic standing at the **end of the first year** consists of:

1. demonstration of adequate command of oral and written Spanish or Portuguese (or both, in the case of the joint concentration in Spanish and Portuguese),
2. satisfactory completion of a total of eight graduate courses with an average grade of HP (High Pass) and one grade of H (Honors) per semester, and
3. satisfactory completion of at least one of the language requirements.

At the **end of the second year** of study, good academic standing consists of:

1. demonstration, as appropriate, of improved command of oral and written Spanish or Portuguese (or both, in the case of the joint concentration in Spanish and Portuguese),

2. successful completion of all of the language requirements, and
3. successful completion of the total complement of sixteen graduate-level courses with an average grade of HP (High Pass) and at least four grades of H (Honors).

At the **end of the third year** of study, good academic standing consists of:

1. successful completion of the Qualifying Examination, and
2. submission and approval of the Dissertation Prospectus, which is the final departmental requirement for admission to doctoral candidacy.

Leaves of absence

Students should consult the online *Graduate School of Arts and Sciences Programs and Policies* for information regarding Leaves of Absence.

<http://www.yale.edu/graduateschool/policies/index.html>

Withdrawal from the Doctoral Program

Policies regarding withdrawal from the graduate program are contained in the “Withdrawal and Readmission” section in the online *Graduate School of Arts and Sciences Programs and Policies*.

<http://www.yale.edu/graduateschool/policies/index.html>

Chair's Discretionary Fund

These funds come to the Department annually from contributions that doctoral program alumni make on the basis of an annual solicitation made to them by the Chair of the Department. The alumni response to this request varies each year; hence, the amount available in the Chair's Discretionary Fund varies annually.

This annual fund is administered by the Chair of the Department on an *ad hoc* basis. It may cover: (1) a graduate student's expenses, depending on funds available, in full or in part, in going to the MLA annual convention on the condition that the student has job interviews at the convention; (2) expenses, in full or in part, for a student to attend an academic conference at which he or she is presenting a paper, or (3) other purposes.

While the granting of these funds to any student is a discretionary matter, not a guaranteed entitlement, the general guideline is that students receive funds on a one-time basis only.

Application in writing, in advance, must be made to the Chair of the Department prior to the convention or conference in question. If approved by the Chair, the procedure following the event is to petition for the reimbursement of such funds by submitting to the departmental Administrative Coordinator a letter explaining the request, along with evidence of the activity performed (correspondence regarding interviews scheduled or program of the professional conference listing the student's participation), as well as receipts from travel and lodging expenses.

Doctoral Program Timetable

First Year:

One language requirement (minimum) must be satisfied at the end of the first year, that is, prior to registration for the second year. The student should successfully complete eight term courses.

Second Year:

All three language requirements must be satisfied at the end of the second year, that is, prior to registration for the third year. Course work, consisting of sixteen term courses, should be completed.

Second-year students are also advised to begin making plans for taking the Qualifying Examination during the fall semester of the third year.

Petition to the Graduate School for the M.A. degree: This may be done when the student has completed two (Latin plus another language) of the three language requirements and eight term courses.

Third Year:

Fall semester: Qualifying Examination. The written exam will be given on Tuesday and Wednesday of the week following the end of fall semester classes. The oral exam will be administered the following week.

(If the student wishes to take it earlier, it is administered during the third week in October. The oral exam is scheduled separately and occurs within five to ten days after the written exam.)

Spring semester: The dissertation prospectus must be turned in by Monday of the final full week of classes. Upon departmental approval of the prospectus, the student will submit a Dissertation Progress Report (DPR).

Petition to the Graduate School for the M.Phil. degree: This may be done when the student has completed all Ph.D. requirements (including the Qualifying Examination) except the prospectus and the dissertation.

Fourth Year:

Students will present their dissertation research orally to the ladder faculty at the Annual Dissertation Research Seminar (last week of April).

All students who are making satisfactory progress on the dissertation should apply for the University Dissertation Fellowship (check for deadline, on or about May 1).

All fourth-year students must complete a Dissertation Progress Report by May 1.

Fifth Year:

Students will present their dissertation research orally to the ladder faculty at the Annual Dissertation Research Seminar (last week of April).

All students submit a Dissertation Progress Report at the end of the second semester, unless they are completing the Ph.D. this year.

Students completing the dissertation for a December degree must submit the dissertation to the Graduate School by October 1; for a May degree, by March 15.

Appendix: 2012-2013 Graduate Reading Lists

I. The Fields of Spanish and Spanish American Literature

A. Medieval literature

Students preparing an examination area in medieval should be prepared in the following different areas of bibliography and literary history. This list combines subject areas, primary authors and secondary works. Students majoring in medieval must have coverage of all works mentioned. Students preparing field exams should have overall grasp of the material but are obliged to do detailed reading only of works marked by an asterisk.

Please note that for ease of categorization some works have been put in one area but are also relevant for one or more other areas (e.g. James Monroe, *Islam and the Arabs* in Spanish Scholarship is listed in III but is also immensely relevant to I). Please also note that only author and (sometimes) work titles are listed. Part of the student's preparation is providing full bibliographic information and being familiar with all details of publication history. **In other words, part of the student's task is the preparation of a full and detailed bibliography from the broad outline below, as well as an understanding of the ways the detailed bibliographical information reveals important aspects of the history of the discipline.**

- I. **General linguistic and historiographic problems** and history of the literary and **philological** narratives of medieval Spain as they have developed since the middle of the 19th century.

This should include a familiarity with the basic premises of the following:

*David Pharies, *Breve historia de la lengua española*
*Nicholas Ostler, *Ad infinitum: a biography of Latin*
Ramón Menéndez Pidal, *Orígenes del español*
*Rafael Lapesa, *Historia de la lengua española*
*Paul Lloyd, *From Latin to Spanish*
Elcock, *The Romance Languages*
Martin Harris and Nigel Vincent, *The Romance Languages*
Roger Wright, *Late Latin and Early Romance in Spain and Early Carolingian France*

In addition, students should be familiar with:

--the sections on medieval literature in the basic handbooks of literature
--the ideological context and outlines --particularly as regards the place of medieval literature in the general canon of Hispanic literature and its development in subsequent centuries-- of the following scholars, in their various works:

Fernando Gómez Redondo, *Historia de la prosa medieval castellana*
Joseph O'Callaghan, *History of Medieval Spain*
Menéndez y Pelayo
Dámaso Alonso
*Menéndez Pidal

*Américo Castro
Otis Greene
Lida de Malkiel
*Leo Spitzer
Ernst Curtius
*E. Auerbach

II. Al-Andalus and Sefarad --and their legacies

A knowledge of both the fundamental texts and the history of scholarly treatment of the non-Castilian cultures of medieval Spain, especially in the tenth through twelfth centuries (for the lyric) and the twelfth through fourteenth centuries (for the narrative).

Primary texts:

*The "muwashshahat" (editions and translations by: Monroe, García Gómez, Alvarez)
*The framed narratives: *Kalila y Dimna*; *Sendebār*, *El Conde Lucanor*, *Disciplina Clericalis*
El collar de la paloma (ed. y trans. García Gómez) *prólogo de Ortega y Gasset

Sem Tov (selections)
The "maqamat"
Ibn Quzmán and the later lyric
The Hispano-Hebrew tradition (anthologies by R. Scheindlin)
The "*Libro della Scala*"

Principal scholarly treatments of these texts and their difficulties:

Asín Palacios (selections)
Brann, *The Cumpunctuous Poet...*
Harvey, *Islamic Spain...*
*López Baralt, *Huellas del Islam...*
*Menéndez Pidal (various)
*Monroe, *Islam and the Arabs...*
Stern (collected works)

III. Orality and variation versus authors and texts

Principal questions surrounding the textual nature and the establishment of critical editions of the *Cid* and the *Libro de buen amor*; the hermeneutics of orally-produced texts in general, the relationship of the romancero to the epic tradition, etc.

*Lord, *Singer of Tales*
*Menéndez Pidal, *Flor nueva...*
Colin Smith, *Spanish Ballads*; Paloma Diaz Mas, Ed, *Romancero*, Barcelona: Crítica
*Editions of the *Cid*: Menéndez Pidal, Colin Smith, Alberto Montaner (esp. introducción)
"Las Mocedades de Rodrigo".
*Gonzalo de Berceo, *Milagros de Nuestra Señora*. Ed. Michael Gerli. Madrid: Cátedra, 1985.
Berceo, *Los signos que aparesçeran antes del juicio final* or *Sacrificio de la misa*

*Berceo, one of the lives of the saints
Select: *Aleixandre* or *Apolonio*
"Elena y María"
"Razón feita al amor"

Editions of the *Libro de buen amor* (Blecua, Monnypenny)

*Anonymous, *Auto de los reyes magos*

IV. Alfonsine Tradition and Didactic Texts

A familiarity with the cultural ethos and principal texts of the period between circa 1250 to 1492 (as well as of the significance of the temporal categorizations.)

*Alfonso el Sabio and the school of translators
Solalinde, A. G. *Antología de Alfonso X el Sabio*
*Introductory chapter of Metlitski, *The Matter of Araby...*
*Don Juan Manuel. *El Conde Lucanor*
The Galician lyrics of Alfonso el Sabio
Ramón Llull

V. Fifteenth Century

The later lyric: Cancioneros. Ed. Alvaro Alonso. Cátedra
*Marqués de Santillana o Jorge Manrique o Juan de Mena
* Diego de San Pedro: *Cárcel de amor*
* Fernando de Rojas. *La Celestina*. Ed. Severin

VI. Other Works of General Criticism and the Matter of the Reading of the Middle Ages

*Auerbach, *Mimesis*
Benjamin, "...in the Age of Mechanical Reproduction."
Bloom, *Anxiety of Influence* (new edition, with new preface, 1997); *Kabbalah and Criticism*
*Borges, Selections from essays and stories dealing with medieval texts
*Castro, *La realidad histórica...*
Curtius, *European Literature...*
*Dante, *De vulgari eloquentia*
de Rougemont, *Love in the Western World*
*Nichols, ed. special *Speculum* issue on "The New Medievalism"
Said, *Orientalism*; *The World, the Text and the Critic*

Gilman, Stephen. *The Art of la Celestina*
*----- *The Spain of Fernando Rojas*

* Dagenais, John. *The Ethics of Reading in Manuscript Culture*
Zumthor, Paul, *La lettre et la voix*
---. *Essai de poetique medievale*
*Huizinga, John. *El otoño de la edad media*

- * Duggan, Joseph. *The Cantar de mio Cid: Its Economic and Social Context*
- * Lacarra, María Eugenia. *Poema de mio Cid: Ideología e historia*
- Rico, Francisco. "La clerezia del mester"
- Lacarra, María Jesús. "Introducción" a su edición del *Calila e Dimna*
- Deyermond, A. D. "The Lost Genre of Medieval Spanish Literature"
- Boase, Roger. *The Troubadour Revival: A Study of Social Change and Traditionalism in Late Medieval Spain*
- *Weiss, Julian. *The Poet's Art*
- * *Critical Cluster on "Converso Literature", la Corónica* 25.1 (Fall 1996)
- Jack Walsh (Various articles)

VII. Addendum for Specialists

Doncella Teodor

Alfonso Martínez de Toledo, *Arcipreste de Talavera o el Corbacho*

Sendebarr

Poema de Fernán González

Vida de Santa María Egipcíaca

Amadís de Gaula (Libros I y II)

Juan de Mena, *Laberinto de Fortuna*

Gutierre Díez de Games, *El Victorial* o Fernán Pérez de Guzmán, *Generaciones y semblanzas*

(Recommended): All Critical Clusters in *La Corónica*, especially 24.1 (Theory and Hispanomedieval Studies), 25.1 (The Converso Voice), 26.2 (Manuscript Culture in Medieval Spain), and 32.3 (The Historian's Craft)

In addition, students choosing medieval literature as a principal examination area should be familiar with the principal literary texts and problems of the concurrent Romance traditions, especially: the Provençal and the Galician-Portuguese lyrics; the *dolce stil nuovo* and the principal works of Dante, Boccaccio and Petrarch; and the principal Old French romances (Tristan, Lancelot, etc.)

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B. Renaissance and Golden Age

I. Required for all students (listed in chronological order, roughly)

*Antonio de Nebrija, "Prólogo" a la Gramática de la lengua castellana

*Fernando de Rojas, La Celestina

*Garcilaso de la Vega, Poesías completas

*Lazarillo de Tormes

*Bartolomé de Torres Naharro. "proemio" in Propalladia.

*Lope de Vega. El arte nuevo de hacer comedias.

*Santa Teresa, Libro de su vida (sel.); Las Moradas (sel.); Camino de perfección (sel.)

*Fray Luis de León, Poesías completas

*San Juan de la Cruz, Poesías

*Miguel de Cervantes, Don Quijote; Novelas ejemplares

*Lope de Vega, Fuenteovejuna; Peribáñez; La dama boba; El castigo sin venganza; El caballero de Olmedo; La Dorotea

*Tirso de Molina, El burlador de Sevilla; El vergonzoso en Palacio

*Luis de Góngora, Poesía (sel.) y Soledades (o Polifemo)

*Francisco de Quevedo, El Buscón; Poesías (sel.); Los Sueños.

*Calderón de la Barca, La vida es sueño; El alcalde de Zalamea; El médico de su honra; El gran teatro del mundo; El príncipe constante; La dama duende

II. Recommended for all students. Required for students specializing in Golden Age. (in alphabetical order by author)

Juan Ruiz de Alarcón, La verdad sospechosa

Mateo Alemán, Guzmán de Alfarache

Ana Caro, Valor, agravio y mujer

Rodrigo Caro, "Canción a las ruinas de Itálica" en Poetry of Spain, ed. Elias Rivers, Scribners, New York: 1966.

Guillén de Castro, Las mocedades del Cid

Sebastián de Covarrubias, Prólogo al Tesoro de la lengua castellana

Juan del Encina, Representaciones

Andrés Fernández de Andrada, Epístola moral a Fabio

Baltasar Gracián, El Criticón; Agudeza y arte de ingenio

Fernando de Herrera, Poesías (sel.)

Fray Luis de León, De los nombres de Cristo (Libro I y sel. de otros)

Lope de Rueda, Pasos

J. de Montemayor, Los siete libros de la Diana (sel.)

Agustín Moreto, El desdén con el el desdén

Luis Quiñones de Benavente, Entremeses

Francisco de Rojas Zorrilla, Del rey abajo, ninguno

Alfonso de Valdés. Diálogo de las cosas ocurridas en Roma

Juan de Valdés, Diálogo de la lengua

Gil Vicente, Auto de la Sibila Casandra; Poesías escogidas.

Juan Luis Vives. Fábula de hómine

María de Zayas, Novelas y desengaños amorosos

Histories and Anthologies of the Literature and General Books in the Discipline

Alborg, Juan Luis. Historia de la Literatura Española (Vol. 1 & 2).

Auerbach, Eric. Mimesis.

Bataillon, Marcel. Erasmus y España.

Castro, Américo. La realidad histórica de España.

Curtius, Ernst Robert. European Literature and the Latin Middle Ages.

Elliott, John. Imperial Spain.

González Echevarría, Roberto. La prole de Celestina [1993], Madrid, Colibrí, 1999.

González Echevarría, Roberto. Amor y ley en Cervantes [2005], Madrid, Gredos, 2008.

Maravall, José Antonio. Estado moderno y mentalidad social (siglos XV a XVII). 2 vols. Madrid: Ediciones de la Revista de Occidente, 1972.

McKendrick, Melveena. Theatre in Spain.

Navarro Tomás, Tomás. Métrica española.

Prieto, Antonio. La poesía española del siglo XVI. Andáis tras mis escritos. Madrid: Cátedra, 1991.

---. La prosa española del siglo XVI. Madrid: Cátedra, 1986.

Rico, Francisco, dir. Historia y crítica de la literatura española. Barcelona: Crítica, 1983-. Volumes: Edad Media and Siglo de Oro-Renacimiento.

Río, Angel del. Historial de la Literatura Española (Vol. 1).

Rivers, Elias, ed., Poetry of Spain, Scribners, New York: 1966.

Ynduráin, Domingo. Humanismo y Renacimiento en España. Madrid: C'atedra, 1994.

---. Estudios sobre renacimiento y barroco. Ed. Consolación Barranda, et al. Madrid: Cátedra, 2006.

C. Modern Spanish Peninsular (18th through 20th Centuries)

I. Required for all students

*Benito Jerónimo Feijóo. De Teatro crítico universal: “Medicina”; “Voz del pueblo”; “Razón del gusto”; “Amor de la patria y pasión nacional”; “El no sé qué”; “Defensa de la mujer”

*Leandro Fernández de Moratín. El sí de las niñas

*Mariano José de Larra. De Artículos de costumbres: “Día de difuntos de 1836. ‘Fígaro’ en el cementerio”; “El casarse pronto y mal”; “El castellano viejo”; “Vuelva usted mañana”; “La Nochebuena de 1836”; “El mundo todo es máscaras”

José de Espronceda. Poesías: “Canción del pirata”; “A Jarifa en una orgía”; “El mendigo”; “A una estrella”; Canto II. “A Teresa” (de El diablo mundo)

*José Zorrilla: Don Juan Tenorio

*Gustavo Adolfo Bécquer. De Rimas: “Introducción sinfónica”; Rimas I-V, VII, XLVIII, LIII, LXXIII; de Leyendas: “La Cruz del Diablo”; “El rayo de luna”; “El Miserere”; “Los ojos verdes”

*Rosalía de Castro. De En las orillas del Sar: “A través del follaje perenne”; “Otra vez, tras la lucha que rinde”; “Era apacible el día”; “Allá en tiempos que fueron, y el alma” (“Los robles”); “Del antiguo camino a lo largo”; “Bien sabe Dios que siempre me arrancan tristes lágrimas” (“¡Volved!”); “Camino blanco, viejo camino”; “Una sombra tristísima, indefinible y vaga”; “A la sombra te sientas de las desnudas rocas”; “Yo no sé lo que busco eternamente”; “Dicen que no hablan las plantas, ni las fuentes, ni los pájaros”; “Sintiéndose acabar con el estío”

*Benito Pérez Galdós. Fortunata y Jacinta

*Emilia Pardo Bazán. Los pazos de Ulloa

*Leopoldo Alas (Clarín). La Regenta

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

*Pío Baroja. El árbol de la ciencia

*Ramón María del Valle-Inclán. Sonata de otoño; Sonata de estío

*Antonio Machado. De Soledades: “El limonero lánguido suspende”; “Yo voy soñando caminos”; de Humorismos, fantasías, apuntes: “Anoche cuando dormía”; de Galerías: “Y no es verdad, dolor, yo te conozco”; de Campos de Castilla: “Retrato”; “El Dios ibero”; “Campos de Soria”; “La tierra de Alvargonzález” (cuento-leyenda); “La tierra de Alvargonzález”; “A un olmo seco”; “A José María Palacio”

*Juan Ramón Jiménez. De Eternidades: “Inteligencia”; de Diario de un poeta recién casado: “La poesía” (“Vino, primero, pura”); “Soledad”; de Dios deseado y deseante: “Soy animal de fondo”

- *José Ortega y Gasset. La deshumanización del arte
- *Jorge Guillén. De Cántico: “Más allá”; “Naturaleza viva”; “Perfección”; de Clamor:…Que van a dar en la mar: “Viviendo”
- *Federico García Lorca. Romancero Gitano; “Llanto por Ignacio Sánchez Mejías” (Obras completas); La casa de Bernarda Alba
- *Rafael Alberti. De Marinero en tierra: “El mar. La mar”; “Si mi voz muriera en tierra”; de Sobre los ángeles: “Paraíso perdido”; “El cuerpo deshabitado”; “Ascensión”; “Tres recuerdos del cielo”; “Muerte y juicio”
- *Vicente Aleixandre. De Espadas como labios: “Mi voz”; “Nacimiento último”; “Silencio”; de La destrucción o el amor: “Después de la muerte”; de Sombra del paraíso: “A una muchacha desnuda”
- *Luis Cernuda. De Un río, un amor: “Remordimiento en traje de noche”; “Quisiera estar solo en el sur”; “Todo esto por amor”; de Invocaciones: “A un muchacho andaluz”; “La gloria del poeta”; de Las nubes: “Lázaro”; “Cementerio en la ciudad”
- *Ramón Sender. Réquiem por un campesino español
- *Camilo José Cela. La familia de Pascual Duarte
- *Carmen Laforet. Nada
- *Luis Martín Santos. Tiempo de silencio
- *Mercè Rodoreda. La plaza del Diamante
- *Juan Goytisolo. Reivindicación del Conde Don Julián
- *Carmen Martín Gaité. El cuarto de atrás
- *Antonio Muñoz Molina. Beatus ille

II. **Recommended for all students, but only required for students specializing in Modern Peninsular**

- Diego de Torres Villarroel. De Vida: Introducción; Ascendencia; Nacimiento, crianza y escuela (Trozo 1)
- Ignacio Luzán. De Poética: Libro 1, Cap. IX; Libro 2, Cap. 1; Libro 4, Cap. VII
- José Cadalso. Noches lúgubres
- José de Espronceda. El estudiante de Salamanca

Angel de Saavedra, Duque de Rivas. Don Alvaro o la fuerza del sino

Fernán Caballero (Cecilia Böhl de Faber). La Gaviota

José María de Pereda. Pedro Sánchez

Juan Valera. Pepita Jiménez

Rosalía de Castro. De Follas Novas: Prologue (“Duas palabras d’a autora”); “Algúns din: ¡miña terra!”; “Una-ha vez tiven un cravo”; “Cando penso que te fuches”; “¡Padrón! . . . ¡Padrón!”; “Este vaise y aquél vaise”

Benito Pérez Galdós. La desheredada; La de Bringas

Leopoldo Alas (Clarín). Su único hijo

Emilia Pardo Bazán. La Tribuna

Miguel de Unamuno. En torno al casticismo; Del sentimiento trágico de la vida

Pío Baroja. Camino de perfección

Federico García Lorca. Bodas de sangre; Yerma; Así que pasen cinco años

José Ortega y Gasset. Meditaciones del Quijote

Ramón María del Valle-Inclán. Tirano Banderas

Rosa Chacel. Memorias de Leticia Valle

Francisco Ayala. Los usurpadores

Camilo José Cela. La colmena

Antonio Buero Vallejo. En la ardiente oscuridad

Carmen Martín Gaité. De Cuentos completos: “Las ataduras”

Rafael Sánchez Ferlosio. El Jarama

Miguel Delibes. Cinco horas con Mario

Gonzalo Torrente Ballester. Fragmentos de Apocalipsis

Eduardo Mendoza. La verdad sobre el caso Savolta

Juan Marsé. Ultimas tardes con Teresa; El amante bilingüe

Rosa Montero. Te trataré como a una reina

Carme Riera. Cuestión de amor propio; de Palabra de mujer: “Te entrego, amor, la mar, como una ofrenda”

Esther Tusquets. El mismo mar de todos los veranos

Ana Rossetti. De Indicios vehementes: “Chico Wrangler”; de Devocionario: “Festividad del dulcísimo nombre”

Blanca Andréu. De De una niña de provincias que se vino a vivir en un Chagall: “Duermo, espíritu de pupitre”

Amparo Amorós. De Ludia: “No la menor distancia”; de Quevediana: “Consejos de la revista Petunia para ligarse un yuppie”

Clara Janés. De Libro de alienaciones: “Isla del suicidio”; de Eros: “No sé”

Alvaro Cunqueiro. Merlín y familia

Adelaida García Morales. El sur

Javier Marías. Corazón tan blanco

Julio Llamazares. La lluvia amarilla

Fernando Arrabal. El cementerio de los automóviles

STRONGLY RECOMMENDED FOR ALL STUDENTS; REQUIRED FOR STUDENTS SPECIALIZING

The Cambridge Companion to Modern Spanish Culture. Ed. David T. Gies. Cambridge: Cambridge UP, 1999.

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*Andrés Bello: Odas, “Prólogo” a la Gramática

José María de Heredia: Poesías selectas

*Esteban Echeverría: El matadero

*Domingo Faustino Sarmiento: Facundo (Ed. A.Palcos, Ediciones Culturales Argentinas)

Jorge Isaacs: María

*Jose Hernández: Martín Fierro (Ed. E. Tiscornia, Losada)

*Gertrudis Gómez de Avellaneda: Sab; Poesías selectas

Manuel de Jesús Galván: Enriquillo

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Eugenio Cambaceres: Pot-Pourri

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II. 20th Century

Poesía

Julio Herrera y Reissig: Poesía (Ayacucho)

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*Jorge Luis Borges: Fervor de Buenos Aires

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Palés Matos, Luis: Poesías selectas

José Gorostiza: Muerte sin fin

*Octavio Paz: Piedra del sol

*José Lezama Lima: Enemigo rumor y La fijeza, en Poesía completa

*Nicanor Parra: Poemas y antipoemas

Narrativa

*Horacio Quiroga: Cuentos de la selva

*Mariano Azuela: Los de abajo

*Rómulo Gallegos: Doña Bárbara

*José Eustasio Rivera: La vorágine

*Ricardo Güiraldes: Don Segundo Sombra

Teresa de la Parra: Memorias de Mamá Blanca (Ayacucho)

*María Luisa Bombal: La amortajada

*Jorge Luis Borges: Ficciones; El Aleph

*Roberto Arlt: Los siete locos, Los lanzallamas

*Miguel Angel Asturias: El señor presidente

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*Juan Carlos Onetti: El astillero

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Adolfo Bioy Casares: La invención de Morel

*Juan Rulfo: Pedro Páramo; El llano en llamas

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*Carlos Fuentes: La muerte de Artemio Cruz

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II. The Field of Portuguese and Brazilian Literatures

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