

Graduate Handbook, 2021-22

## **Introduction to the Ph.D. Program and Its Mission**

The Ph.D. program in the Department of Spanish and Portuguese at Yale explores the dynamic fields of Latin American, Luso-Brazilian, Latina/o, and Iberian studies in all their rich and diverse linguistic, literary, and cultural traditions, and adopting multiple intellectual approaches. The Ph.D. program encourages students to engage with related disciplines in the humanities and social sciences, including African-American Studies, Anthropology, Art History, Comparative Literature, Film and Media Studies, Medieval Studies, Philosophy, and Renaissance Studies, as well as emerging multidisciplinary fields such as Ethnicity, Race, and Migration, Women's, Gender, and Sexuality Studies, and Digital Humanities. Students are expected to become proficient in two languages other than English and Spanish or Portuguese; these languages could be other Romance languages, Latin, or other language families pertinent to the research interests of each student. Ph.D. students receive a rigorous and versatile foundation to meet the challenges of rapidly changing academy contexts and educational systems, as well as to participate in broader public and private sectors, in the US and internationally.

The Department of Spanish and Portuguese consists of a distinguished faculty who are national and international experts in their fields. The faculty is committed to mentoring and guiding Ph.D. students throughout their graduate school years to ensure they themselves become highly esteemed teachers and scholars at the highest levels of the profession.

During their first two years in the Ph.D. program, students are encouraged to explore multiple fields of study and become familiar with as many historical periods and geographical regions as possible in their courses. First- and second-year Ph.D. students participate in professional and skill-development workshops to increase their knowledge of syllabi and course development, the use of Digital Humanities and New Media, and a variety of research tools and strategies.

In their training as Teaching Fellows, Ph.D. students participate in a seminar in language pedagogy and have the opportunity to teach beginning (L1-2), advanced (L3-4), and L5-level courses.

The department enhances Ph.D. students' intellectual interests through sponsored events in which students and faculty showcase their research and work-in-progress. In these workshops and events, students engage in productive and stimulating exchange with colleagues across fields, disciplines, and institutions. Ph.D. students are also

encouraged to obtain certificates from programs and areas complementary to their teaching and research interests; at Yale, such certificates exist in connection with the programs in Film and Media, Ethnicity, Race, and Migration, Translation Studies, and Women's, Gender, and Sexuality Studies.

## **Academic Program**

### **1. Coursework (First and Second Years)**

- 14 elective seminars (up to 4 outside the department),
- 4 of the 14 elective seminars as auditor (no exam or paper required), inside or outside the department.
- Spanish 790: Methodologies of Modern Foreign Language Teaching

These requirements apply to students entering in fall 2021 and later, as well as to current students, who may choose between these and the old requirements.

Students are further encouraged to benefit from a series of short, hands-on, and collegial workshops interspersed throughout the academic year in a permanent way, that will include:

- Professional development: the job markets
- Writing a prospectus / dissertation project
- Submitting proposals for publication
- Creating effective syllabi
- Digital Humanities and project building in the digital era
- Philological developments in the digital era: corpora, new models of language history and lexicography, digital editions and textual scholarship, etc.

Likewise, students are encouraged to take specific roles of responsibility in departmental events, including:

- Proposing guests
- Introducing guests
- Serving as respondents, etc.

Students will have the ability to workshop their research projects, including

- publication proposals
- drafts of work in progress
- dissertation prospectuses and chapters.

Students will be able to discuss doctoral work, like chapters or drafts, in committee meetings, “chapter draft slams”, and any other ways in which they seek scholarly and academic support.

Students are also encouraged to consider serving as departmental representatives to the GSA (Graduate Student Assembly).

## 2. The Qualifying Examination

The qualifying examinations consist of *four one-hour written exams and one two-hour oral exam*. The examination committee consists of four tenured or tenure-track professors, at least two of whom will be from the Department of Spanish and Portuguese. At least two of the written exams and at least two parts of the oral exam will be conducted in either Spanish or Portuguese.

Exam committee members are chosen by students, in consultation with the DGS of Spanish and Portuguese, toward the end of the second year (normally by the second week of April).

Dates and times of the exams (first two weeks of December) are coordinated between faculty and students in conversation with the DGS and staff of the Spanish and Portuguese Department. (For further details, consult the **S & P Graduate Program Advising Document**.)

Students will design their examination fields and craft four tailored and specific reading lists, of 30 texts each, in consultation with their examination committee members. One of the lists should be related to a future dissertation project; at least three of the lists should be in the student’s main field of study.

Students in combined programs should have two lists in the Department of Spanish and Portuguese and two lists in their secondary program.

For the written exam, each committee member provides 2-3 one-hour questions on their area or topic, of which the student answers one.

Upon successful completion of the written exam, the oral exam occurs within two to three days after the written exam.

One-hour written exams that are failed are to be retaken within one month of original completion, in late January. The failed exams may be retaken only once.

If the student passes the retaken portion(s) of the written exam, the complete oral exam will follow approximately two weeks later. It is to be completed around the beginning of February.

If the student passes the retaken portion(s) of the written exam as well as the oral exam, the Prospectus is to be submitted on the regular schedule, that is, by Monday of the final week of classes of the second semester of the third year; it will then be discussed by the student and the student's Prospectus guidance committee in a week's time. (See Doctoral Program Timetable below.)

### **3. Doctoral Program Timetable**

#### **First Year:**

A minimum of eight elective seminars must be completed in the first year. Temporary Incompletes (a maximum of one per semester) must be completed by October 1 of the second year.

A minimum of one language requirement must be satisfied prior to registration for the second year.

#### **Second Year:**

By the end of the academic year, all coursework, consisting of 14 elective seminars as student, plus Spanish 790, must be completed. Temporary Incompletes (a maximum of one per semester) must be completed by October 1 of the third year.

All language requirements must be satisfied prior to registration for the third year.

Spanish 790: *Methodologies of Modern Foreign Language Teaching* is taken in the second semester of the second year.

*Petition to the Graduate School for the M.A. degree:* This may be done when the student has completed all language requirements and eight term courses.

**Third Year:**

Fall semester: Qualifying Examination. The written exam will be given on Tuesday, Wednesday, and Thursday of the week following the end of fall semester classes. The oral exam will be administered within two to three days after the written exam.

(If the student wishes to take the Qualifying Examination earlier, it will be administered 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 submitted to the Director of Graduate Studies by Monday of the final full week of Spring semester classes. A Prospectus Defense is held the following week with the student's Prospectus Guidance Committee.

Upon departmental approval of the Prospectus and completion of all other predissertation requirements except teaching, the student will advance to doctoral candidacy and will be required to submit an annual Dissertation Progress Report (DPR).

In consultation with the DGS, the student chooses a Dissertation Advising Committee composed of tenured and tenure-track faculty professors (one of whom will serve as Chair of the Dissertation Committee) and may include faculty from outside the Department and the University. (See the **S & P Graduate Program Advising Document**.)

*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.

One year-long Teaching Fellowship at the TF-20 level each term.

**Fourth Year:**

Students schedule the appropriate number of Chapter Defenses with the DGS and their Dissertation Advising Committee, to be held during the period in which the dissertation is being written.

Students will also present their Dissertation research (an abbreviated version of a thesis chapter) orally to faculty and students at the Biannual "Draft Chapter Slam" during the Fall and Spring semester.

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

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

One year-long Teaching Fellowship at the TF-20 level each term.

### **Fifth Year:**

Students will present their Dissertation research (an abbreviated version of a thesis chapter) orally to faculty and students at the Biannual "Draft Chapter Slam" during the Fall and Spring semester.

All students submit a Dissertation Progress Report at the end of the second semester, unless they have successfully completed the Dissertation by March 15 and will be graduating with a May degree.

Students working toward a December degree must submit the Dissertation by October 1.

Dissertation Writing Fellowship.

### **Sixth Year:**

Eligibility for a sixth year of funding is described below, in the section "Year 6: Teaching Fellow Appointments." According to the Dean of the Graduate School, it is expected that students receiving a sixth year of funding will complete their dissertations by May of the sixth year.

### **Chapter Defenses and the Dissertation Defense:**

Chapter Defenses with the student's Dissertation Advising Committee, as mentioned above, are scheduled at the start of the students' fourth year and take place through the writing period of the dissertation. In these defenses, students explain and discuss a chapter of their dissertation and receive feedback from the Dissertation Advising Committee.

The Dissertation Defense is the culmination of the entire process of writing the dissertation and takes place after the Dissertation Advising Committee judges the dissertation as ready to be defended. It consists of a succinct presentation by the student of the main points of the dissertation, followed by a discussion with the Dissertation Advising Committee, the Committee's deliberation, and the announcement of the

Committee's decision. It is open to departmental faculty, staff, and students and to the general public.

#### 4. 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."

##### **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 maximum of three courses of doctoral-level course work in recognition of previous graduate-level course work done at other institutions. The Advanced Standing 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 provides the opportunity for the student to pursue other relevant Yale course work to round out the student's program of 14 elective seminars (10 as student, plus 4 as auditor).

##### **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 of the deadline for the completion of work in a graduate seminar is appropriate, the student must secure permission from the professor to submit to the Office of the Graduate Registrar a request for the Temporary Incomplete (TI) (available on the Graduate School website). The form must include the intended completion date, and the signatures of the graduate seminar professor and the departmental Director of Graduate Studies. Only one TI is permitted per semester. 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

Graduate School 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 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, given for the retaken course, will count in calculating the High Pass average.

### **Take-Home Exam in Lieu of Final Paper**

All students have the option of a final take-home exam in lieu of the traditional final paper. This option may be taken in no more than two courses per semester.

### **The Departmental Language and Culture Program**

The student does not teach during the first two years in the doctoral program, which are devoted exclusively to course work, including Spanish 790 (see below), which must be taken during the second semester of the second year of course work.

The Department has devised a program which seeks to train graduate students to be leaders as well as teachers of language, emphasizing the seamless and harmonious unity of language, literature, and culture.

In the Fall of their first year, students meet together with the Chair, the DGS, and the Director of the Language and Culture program to discuss their goals and objectives as language-culture professionals and map out a customized plan to meet those needs.

### **Years 2, 3, and 4: A Graduate-Level Course in Pedagogy (SPAN 790) and more**



This course is required of all graduate students in the Department and is designed to help students integrate language and culture teaching into their program of studies, with the following goals in mind:

- Understanding the professional value in working in new SLA (Second-Language Acquisition) methodologies, and attaining a comprehensive knowledge base of the history and evolution of SLA theory.
- Creating an e-portfolio to house all creative work and materials the graduate students develop during their teaching years at Yale; additionally, the e-portfolio may archive all student end-of-semester evaluations of their teaching, in addition to documenting any formal written class observations by Coordinators and LPD.
- Creating a content module for courses they teach (L1-L4/L5).
- Creating one or more original syllabus/i based on multimodal learning, multiliteracies, of a future content course they envision teaching. (This could be included in their e-portfolio.)
- Participation in the Department pedagogy online journal (projected to begin Spring 2021) and the 'grupo de lectura,' a lector reading group dedicated to SLA theory and practice.
- Meet with tenured and tenure-track faculty to learn how they created their syllabi, fomenting a dialogue and apprenticeship of language-literature-culture teaching.

Other activities in which students integrate their knowledge and acquire further experience during their teaching years include:

- Periodically leading weekly Spanish Tables for undergraduate students.
- Working with Lectors in and on Summer Study Abroad Programs (Valencia, Quito)
- Year 5---TF or work with LPD and L5 coordinator--injecting new ideas for use in the bridge courses.
- Developing a research project with a mentor (in conjunction with Director of Language Program and Coordinator/s) in teaching years year 3-4.

### **Years 3 and 4: Apprenticeship in Literature and Culture Courses**

The Department encourages and expects students to serve as Teaching Fellows in undergraduate courses in the division of the Humanities and related fields taught by members of the tenured and tenure-track faculty of Yale. We anticipate that every student will have several such teaching experiences within the department. The Director of Graduate Studies will consult with faculty members and eligible students to determine which opportunities of this kind should be offered and to whom. As stated above, students in years 3 and 4 normally will teach in Spanish or Portuguese language courses, but exceptions may occur if a student identifies an appropriate opportunity outside the department or when a member of the department faculty is teaching a course (normally, a lecture course) that offers an especially beneficial teaching and learning experience for the student in his or her area of expertise or a related subject. Enrollments in such courses should normally be sufficient to merit the appointment of a teaching fellow or teaching fellows. Students in year six who have qualified for the guaranteed teaching in that year and who have not already taught in a literature or culture course will also be considered for such assignments.

Teaching opportunities as well as professional development opportunities (see below) may be searched at [https://yaleteachingopps.org/Find\\_AnOpportunity.aspx](https://yaleteachingopps.org/Find_AnOpportunity.aspx) .

All such assignments must be approved by our department's Director of Graduate Studies and by the Director of the Fellows Program.

### **Year 6: Teaching Fellow Appointments**

Students not receiving the University Dissertation Fellowship in year 6 (having received it in year 5) are eligible for teaching appointments under certain conditions.

In our departmental program, after teaching in years three and four, eligibility for a sixth year of funding will be determined as follows: Every year in May, the department, through the mechanisms of the yearly evaluation of graduate students and the Dissertation Research Seminar, will identify fifth-year students who will complete their dissertations by May of the following year. These students will be guaranteed teaching positions or their equivalent. Students receive the standard departmental stipend for the nine-month academic year.

Normally, teaching opportunities for students in the 6th year in Spanish and Portuguese will be in language courses unless the student has not had any opportunity to teach in a literature or culture course. Students in the spring term of fifth year should inform the DGS by late February if they DO NOT wish to be considered for a language teaching appointment and students in the fall term of sixth year should do so by early October.

If a student is invited by a professor or Director of Graduate Studies to serve as a Teaching Fellow in a course outside our department, the criteria of that department would apply. That is, if a student finds an opportunity, in a program outside our department to teach a literature or culture course, he or she may do so, even if already having done so in our department in year three or four.

All such appointments must be approved by our department's Director of Graduate Studies.

Students in year 6 are strongly encouraged to seek out "Professional Development Opportunities" in lieu of teaching. These opportunities are available only to students in year 6 who expect to submit their dissertations during that year. Professional development opportunities, as well teaching opportunities outside the department, may be searched at [https://yaleteachingopps.org/Find\\_AnOpportunity.aspx](https://yaleteachingopps.org/Find_AnOpportunity.aspx).

### **The Graduate School's Associates in Teaching Program:**

This program is administered by the Graduate School of Arts and Sciences. Through this program, doctoral students work jointly with a cooperating faculty member to conceptualize or redesign, plan, and deliver an undergraduate course. The professor interested in applying, with a student, should first inform the Directors of Graduate and Undergraduate Studies so that the proposed course may be provisionally reviewed and integrated into the department's undergraduate program.

### **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.

First-year students will be initially evaluated in January, after the completion of their first-semester's coursework, to be followed by the normally scheduled annual evaluation of all students in April. The DGS will meet with the four professors who taught first-year students during the Fall semester to discuss each student's progress. The DGS will then counsel students individually and will share with them written notes of this meeting.

### **Biannual Draft Chapter Slam**

All students in the fourth year and beyond who have not yet submitted their doctoral dissertations to the Graduate School will read an abbreviated version of a thesis chapter to faculty and students at the Biannual “Draft Chapter Slam” during the Fall and Spring semesters, an event that is open to the public. Students will answer questions about their presentation with members of the audience in an open discussion.

### **Dissertation Fellowship**

The student normally should plan to take the University Dissertation Fellowship (UDF) during the fifth year of study. No teaching assignment or its equivalent may be held concurrently with the UDF.

### **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 the two language requirements (two languages other than English, Spanish, or Portuguese). The M.Phil. is awarded upon satisfactory completion of all requirements for the Ph.D. except the Prospectus and Dissertation.

### **Leaves of Absence**

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

### **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*.

### **Graduate Student Conference and Research Travel Fund**

All current graduate students in the department may request an award from the Graduate Student Conference and Research Travel Fund at any time, limiting their requests to once in each year of registration, for any purpose involving attendance in or participation in a conference (workshop, colloquium, etc.) or to conduct research at a location that requires travel. Students in the sixth year may wish to focus their request on travel for the purpose of interviewing at the annual meeting of the MLA or a similar opportunity. The maximum award will be \$500, and it is anticipated (but not guaranteed) that approximately 12 such awards can be made in most years. To initiate a request, send the DGS and Chair an e-

mail with your stated purpose and, to the extent possible, a detailed projected budget of costs for travel, lodging, registration, and other incidentals. Such requests should be initiated as far in advance of the proposed travel as is practical so that funds can be allocated to as many students as possible. In most cases, funds will be provided as reimbursement for actual expenses, so students must retain receipts for all expenditures. Please consult with departmental staff regarding allowable and non-allowable expenses. (The latter includes business and first-class airfare and gifts to hosts, for example.)